

School and Community

VOL. XIV

SEPTEMBER, 1928.

No. 7

The Spirit of the Sunset

*WHEN the aster wakes in the morning,
In these sweet autumn days,
She sees the sumach burning,
And the maples in a blaze,
And she rubs her eyes, bewildered,
In all the golden haze.*

*Then: "No,—they still are standing;
They're not on fire at all"—
She softly says, when slowly
She sees some crimson fall,
And yellow flakes come floating
Down from the oaks so tall.*

*And then she knows the Spirit
Of the sunset must have planned
The myriad bright surprises
That deck the dying land—
And she wonders if the sumach
And the maples understand.*

—SELECTED



THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. XIV

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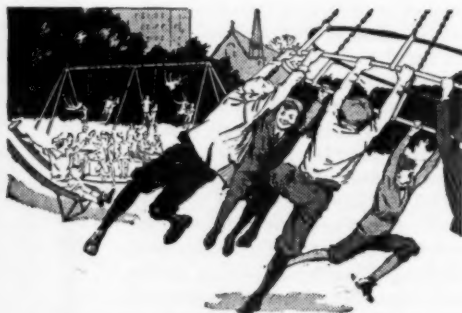
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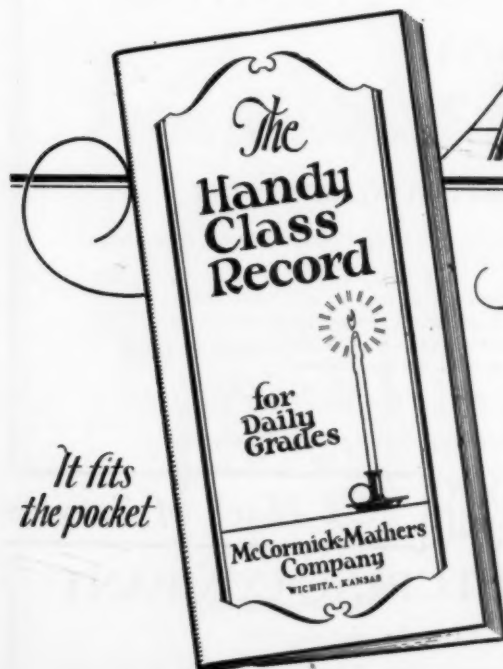
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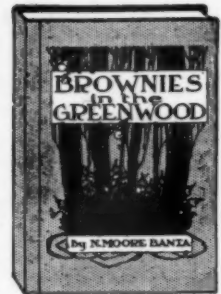
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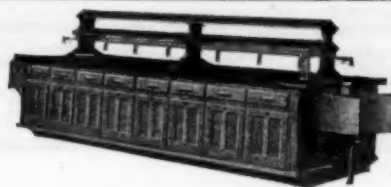
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EDITORIAL

THERE IS SUCH noticeable differences in these so-called August plan meetings! Differences in attendance, differences in content of program, differences in enthusiasm, differences in interest. Here's one, Ripley county, if we

THE PLAN MEETINGS

may point out one as an example of the many good ones, with 100% of the rural teachers in attendance. Here is another, kindness forbids definite designation, a handful of teachers are present. Here is another, St. Clair, practically 100% of the teachers are there and they attend diligently to the business of the meeting. Here is another less than half the teachers are in attendance and those who are there seem bent upon some other business than that of "taking in" or taking part in the program, they are in and out, going and coming, whispering and tittering. Here is still another, St. Francois county, where not only the rural teachers are present 100% strong but all the teachers of the towns and cities with their superintendents and principals. The program is one to which the county superintendent has given much careful attention and in the making of which he has evidently considered the needs and desires of the various groups that make up the teaching force of his county. The program moves with precision, there is a happy, interested, business like atmosphere about the whole affair.

Strikingly uniform is the correlation between the counties with good programs, good attendance, and lively interest and the counties with the highest professional spirit as manifested in the enrollment in the Missouri State Teachers' Association.

What is the determining factor? Can we place a finger on the influence in a county which determines what sort of meeting the plan meeting shall be? The problem seems to be worth studying.

ONE EMBARRASSING result of the extreme localization of educational support is manifest in the fact that

NEGRO EDUCATION

in many communities the education of the negro child is sadly neglected if not entirely overlooked. The law requires a given district to maintain a school for negroes provided as many as fifteen negro children are enumerated in the district. Competent authority states that no less than 3,000 negro children of school age are living in school districts that provide no schools for negroes. This is a disgraceful situation that a self-respecting state will not long countenance.

HELEN TAFT MANNING in a recent number of McCall's Magazine raises the question "How Good Are Our Public Schools?" in an article under that

HOW GOOD ARE PUBLIC SCHOOLS.

caption. President Lowell's address at the Boston meeting of the N. E. A. evidently suggested the subject to the author of the McCall article. She quotes his comparison of our schools with those of Europe in the matter of preparation for college which statement is to the discredit of our schools. Lamenting the fact, as he alleges, that colleges have to spend a year or two in work that should have been done in the public schools, he accepts the task for the colleges but insists that the work of the public schools be speeded up so that the college may have the student at seventeen or eighteen instead of at nineteen or twenty.

This question of fault revolves around the question what is the function of the public school? Is it primarily, to prepare for college? It is to prepare for life? Has it the dual function of giving instruction which will at the same time fit for life and college? Obviously the training given in the public school does not fit ideally for college entrance. It might be

contended that it should not. Plainly it is inadequate in many cases as a preparation for life work, else why the large demand for college training?

There is a growing feeling, however, that more should be done in the time required for public school work or that the time to do the work now done should be lessened. There may be something to the contention that twelve years of school work develops habits that do not fit into adult life and that sixteen years of typical

student life does something to unfit one for this work-a-day world. Certainly the public school should clear its skirts of the suspicion that it is making loafers out of the brightest, and raising the ambitions of the dullest without giving them abilities to reach their ambitions. Good as they are it is the school teacher's task to make them better. Bad as they may be their product is not justly judged by a sampling that contains only the misfits, the failures and the ne'er-do-wells.

PRESIDENT FAIR IS GETTING THE PROGRAM FOR THE BIG KANSAS CITY MEETING READY

A PROGRAM of Practical Profit to the Public Schools is a fitting description of the plans that President Engene Fair is rapidly getting into final form. If stimulating men with stimulating subjects, and practical discussions are real attractions to teachers then the Kansas City meeting, November 14 to 17 should have a record breaking attendance.

Two Missouri Programs are planned. One on Wednesday evening at the Convention Hall will be addressed by the present Governor and by the Governor elect. The other Missouri Program will be on Thursday morning and will consist of a general discussion of our legislative program by leaders of the various organizations supporting it.

Thursday afternoon will likely be devoted to group meetings and the chair-

men of the various sections have been diligently arranging to make these of vital and practical interest to the various groups.

"Creative Teaching" seems to be the big idea that has directed President Fair in his selection of speakers. Mr. Yawberg, Professor Hughes Mearns, Professor Thomas Alexander, Joy Morgan, Director E. M. Sipple, Dr. Ella Lonn, Miss Olive Jones are among those who will contribute to this phase of the program. Other men of national and international reputations in their fields who will contribute to the program are Professor Chas. A. Beard, noted historian, Dr. Charles J. Galpin, noted rural economist, and H. H. Rogers of Tulsa, Oklahoma.

On Saturday afternoon the teachers are to be the guests of the American Royal Livestock Show.



MISSOURI HONORED

ALL MISSOURIANS and especially all Missouri teachers are proud of the honor given one of our own teachers, President Uel W. Lamkin, by the National Education Association when it elected him as its president in Minneapolis last July.

Proud are we of the fact and prouder of the manner of his election to this the highest honor that can be conferred upon a teacher by his fellow teachers. His election was unanimous. So universal was the demand for Lamkin that no other candidate was offered in nomination and state vied with state for an opportunity to second his nomination and to add a word of commendation.

President Lamkin is a native Missourian. Born in California, of Moniteau county. His life has been one of close and continuous contact with education. His father was a teacher prominent among teachers and whose name is found frequently in the records of the proceedings of the Missouri State Teachers Association of many years ago. As a student, a teacher, a principal, a superintendent of Henry county, as assistant State Superintendent, as State Superintendent and as President of the Northwest Missouri Teachers College he has been a part of Missouri's school system. Only for a short time, while he was Chief of the Division of Rehabilitation and Director of the Federal Board for Vocational Education has he had his residence outside of his native State. And each of these years has been a year devoted to the improvement of schools.

To enumerate all the forward movements in which he has had a part would be to catalogue completely the larger movements toward improvement in schools that Missouri has experienced during the last quarter of a century. Mr. Lamkin began his teaching career early in life

and even as a youthful teacher his interests were broader than his classroom. By nature and through the example of his family he has a sense of service and a native knack for knowing needs which lead him into the places that offer him opportunities to work for causes that need him. And with this ability, this willingness to work, he rises to positions of leadership as naturally as water to its own level.



As President of a great educational organization service to the profession, (we have predicted), and service to the public through the profession will characterize his policy. And that this prediction is already coming to pass is evidenced by his request to state associations that they make greater use of the facilities of the N. E. A. in their state and local programs.

It seems but the simple logic of the situation that this should be the policy, since education is a State and not a national function. Certain it is that improvement in schools must be and can be only the improvement that the states make. It follows, therefore, that the National Association must do its work not as a great independent organization but as one working with and through state organizations.

This, we again predict, will be President Lamkin's contribution to educational organizations; all states helping each and all working together through the N. E. A.

As stated in the Globe Democrat of July 9th Mr. Lamkin's "is a position of inestimable importance and the elevation of a Missourian to that position is a compliment to education in this state." That he measures up to the requirements of the position and that he will fill it fittingly is presaged by his first official acts and guaranteed by a life of constructive service.

Parents Know Your Job!

by BERTON BRALEY

Reprinted from CHILDREN, The Magazine for Parents

THRILLED and happy as you may be at the advent of a baby
(And who wouldn't be exuberant with joy?)

You will presently discover that a lot of problems hover
Round the rearing of a girl or of a boy.

Love can't be your *sole* reliance—it should aid, not hamper, science
And, although your heart with ecstasy may throb,

Sense and wisdom too are needed. Here's the motto to be heeded:
KNOW YOUR JOB!

Building bodies strong and ruddy is a task for toil and study.
KNOW YOUR JOB!

ALL your store of deep affection won't achieve a clear complexion
If the diet of your little ones is wrong.

Ignorance, however tender, seldom brings about the splendor
Of a childhood that is gloriously strong.

Health, both bodily and mental, isn't something accidental
And the child that stands out clearly from the mob

Is a prize the world is gaining from a wise parental training,
KNOW YOUR JOB!

Nothing hit or miss about it. Knowledge wins—don't ever doubt it!
KNOW YOUR JOB!

HERE'S a mind and soul you've given to the busy world we live in,
Here's a body that is yours to mold and train.

Building bone and mind and sinew calls for all the best that's in you,
For the finest of your spirit and your brain.

If you'd raise a child that's splendid—vigor, joy and beauty blended,
Blithe and gallant—neither vulgar nor a snob—

Give yourself the preparation for your children's education,
KNOW YOUR JOB!

Give your skill and knowledge to it; love will make you glad to do it.
KNOW YOUR JOB!

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Clara Elene Peck

Superintendency of K. C. to Geo. Melcher

THE BOARD OF EDUCATION of Kansas City, Missouri, deserves a double measure of congratulation for its action in accepting Superintendent Cammack's resignation by electing him Superintendent emeritus. His more than forty years of service in the Kansas City schools and his unstinted devotion to them make him too valuable an asset to the system to be dispensed with. By their action the Board has been true to their obligations to the people they serve and at the same time properly appreciative of the value of a faithful public servant.

In selecting Assistant Superintendent George Melcher for the place made vacant by Mr. Cammack's resignation it seems the Board has displayed commendable judgment in the interests of public education. From a number of local aspirants who had a right by virtue of ability and service to hope for the position and from an almost unlimited field of men who would have graced the office they have made a selection that meets universal approval.

Mr. Melcher is outstanding in his qualifications. Fourteen years of work as director of research and as assistant superintendent in Kansas City has given him a most intimate knowledge of the needs of her schools. His unbounded industry, his varied experience, his training, his character make up a set of unusual qualities that insure sane and progressive administration of the school affairs of Kansas City.

Mr. Melcher is a native of the Ozark region of Missouri. Born in Dade county, and educated in her rural schools, Ozark College, Drury, Springfield Teachers College, and Columbia University. His degrees are A.B. and A.M. from Drury and Columbia respectively. Two colleges have honored him with the degree of LL.D.

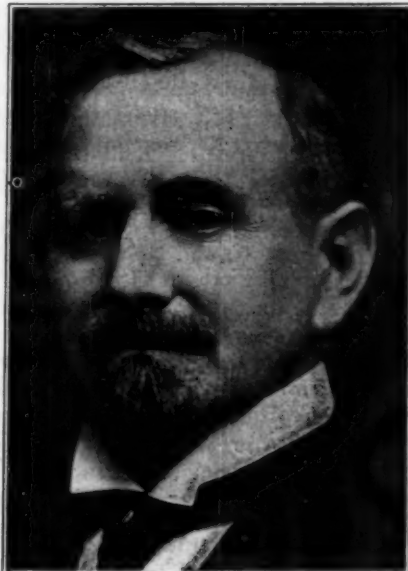
His experience includes work as a classroom teacher, the superintendency of small town schools, member of college faculty, chief assistant in the office of the State Superintendent of schools, teaching in various summer schools of the leading colleges of the country and his work in Kansas City as head of the department of research and efficiency and Assistant superintendent.

He is a member of Phi Delta Kappa and of Kappa Delta Phi; member of the National Society for the Study of Education, having served three years as its secretary; he is a member of the Missouri State Teachers Association and has rendered it twelve years of service on its executive committee and as its president. As a member of the state department of education he was active and effective in working for better school laws for Missouri and many of them bear the imprint of his ability.

Occasionally we are depressed by the obvious politics that govern the actions of some boards of education and some boards for educational institutions, sometimes. The action of the Kansas City Board is refreshing to our faith in men.



I. I. Cammack
Supt. Emeritus of Kansas City



Geo. Melcher, Kansas City's New
Superintendent

A CHALLENGING SITUATION

HOW CAN WE MEET IT?

By Byron Cosby

THE CONSTITUTION of Missouri reads: "A general diffusion of knowledge and intelligence being essential to the preservation of the rights and liberties of the people, the General Assembly shall establish and maintain free public schools for gratuitous instruction of all persons in the state between the ages of six and twenty years."

I think our Constitution makers knew what they were doing and saw with a prophetic vision the needs of an education for "all persons in the state between the ages of six and twenty years." In the past fifty-seven years we have developed an elementary school, a high school, and a college. The elementary school and high school make an effort to take care of all persons from six to seventeen inclusive, and college education the years eighteen, nineteen and twenty. Our enrollment in elementary schools has increased not only as the population increased, but even much more rapidly because a larger percentage of children from six to thirteen inclusive go to school. The same is very true of the high school enrollment. The evidence is found in that high school buildings built ten or twelve years ago are far too small for the present enrollment. At the present time our high school enrollment is four hundred per cent greater than it was in 1900. Today's high school enrollment is fifteen per cent of our total elementary and high school enrollment, but fifteen per cent is only one-half of our possible enrollment. Thirty per cent of the total number in the elementary and high school would be the saturation point. We must get ready for this enrollment, an enrollment nearly twice as large as the number we have at the present time. Our present college enrollment is only two per cent of the total number enrolled in elementary schools, high schools and colleges. It is possible under our present social order to have in college twenty-two per cent of the total number enrolled in the elementary schools, the high schools and colleges. I am sure every one recognizes the growth in elementary school, high school and college enrollment since 1900 and can easily appreciate the great increase to be expected within the next ten years.

Do you know this table?

College Attendance in the United States	
1890	121,942
1900	167,991
1910	266,654
1920	462,445
1924	664,266
1926	767,263

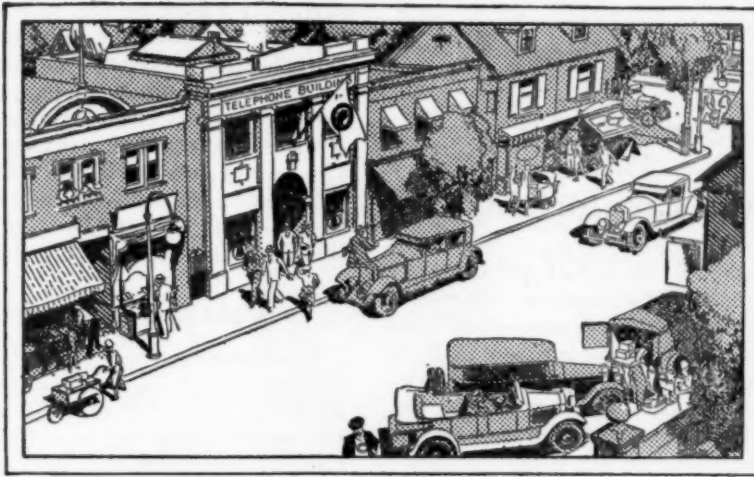
This table shows that the average annual increase in college attendance in the United States for the past six years has been 50,000 college students or the equivalent of 100 colleges of 500 students in attendance.

This prospective enrollment calls for more colleges than we now have or an increased attendance in the present colleges.

We cannot expect new endowed colleges because men who give to college endowments probably will be inclined to support schools already established. Denominational schools cannot increase in number because of inability to finance themselves. The past has shown a tendency for the denominational college to disappear either by discontinuance or by consolidation. The denominational colleges recognize this factor and are departing from their objective of a liberal arts education and are emphasizing preprofessional and vocational courses. Two denominational colleges in this area advertise that they are preparing to give the B. S. degree in education.

Economic factors, the recognition that state and endowed colleges have greater equipment and charge less fees will cause the great increase in college attendance to find its way into state schools. There is no reason at the present day, either in religious, cultured or economic values, why a state school is not adequate to meet the needs of the problem. On the other hand there is an admission on the part of the denominational college that it must leave the liberal arts ideal and at least recognize the vocational ideal to some extent.

Then the question arises how can the state schools take care of the increased attendance that must come without greater support in buildings, equipment and large teaching force. I believe that the successors of the earlier legislative bodies in our present General Assembly will provide the means for meeting this need.



A home town enterprise backed by national experience

THERE are twenty-four Bell operating companies devoting their energies to telephone problems throughout the United States—for example, the Southwestern Bell Telephone Company, operating throughout Missouri, Kansas, Arkansas, Oklahoma, Texas and a small portion of Illinois adjacent to St. Louis. It has 27,000 men and women—friends and neighbors of the other people in their towns—working to maintain the best standards in telephony now known.

In New York, in the American Telephone and Telegraph Company and the Bell Laboratories, are 5000 persons, including scientists, engineers and consultants in management, engaged in developing better apparatus and better ways to do things.

The Southwestern Company with its 27,000 employees has the use of all that this group of 5000 in New York discover and perfect. Behind every telephone is the national organization for developing the telephone art.

**SOUTHWESTERN BELL
TELEPHONE COMPANY**

"Teacher Earns \$52,000

"In 32 Years

"Saves It All

"Lives Comfortably"

SUCH IS THE SKETCH of Professor W. Y. Foster's financial experience as outlined in the headlines of a story published in the Sunday edition of "The News Leader" of Springfield, Missouri.

A fairy story! fabulous! mythical! We admit that it sounds that way, but getting ahead has been one of Mr. Foster's serious aims in life to which he has given careful attention and in this story is discovered how he did it.

Makes His Savings Work for Him.

His first year's salary was \$200 for a term of eight months. Out of this he saved \$50 and loaned it to a friend. For thirty-one years this \$50 has been working, earning each year its quota of interest until today it amounts to about the same as Mr. Foster's total earning did for that first year in the little one room country school near El Dorado Springs. Since that time, Mr. Foster has increased his earning capacity by increasing his qualifications. He has worked as high school teacher, as superintendent of towns, as county superintendent and as a member of the faculty of the State Teachers College in Springfield, his present position. Each change has meant an increased salary, each salary increase an increased amount set aside as savings, and all the time his savings have been at work.

After he had been teaching five or six years, he discovered what the principle of saving by the building and loan plan meant and at that time he felt himself able to lay aside \$20 a month for seventy-six months. This \$20 was put to work. At the end of this time he received a check, for \$2,000 which he says was "by far the most money I ever had in my life." By the time Mr. Foster had advanced in ex-

perience, training and acquaintance, to the point where he was selected by Vernon County as county superintendent of schools, the income from his savings was practically enough to pay his living expenses, so as county superintendent of Vernon County he literally saved his entire salary, an even \$10,000. These savings were invested so that three years ago he received a draft for \$20,000 from the building and loan association.

A Principle that all Teachers Should Use.

The secret of Mr. Foster's financial success of course is tied up with his professional success, but in addition thereto he has consistently employed the theory that he must save and that his savings must be put to work. He says "I noticed that a farmer's crops and stock all grew and increased in value while he slept. A teacher, or anybody else working on a salary, doesn't have anything to work for him while he sleeps, except his savings."

He considers that what he has done is unusual but says it is not extraordinary. "Anybody on a salary could do the same thing. It is just a matter of industry and economy—thrift, people call it—and of everlastingly keeping at it. It doesn't do any good to save a while, if you then take your money right out and spend it. You have to keep it working all the time to increase it."

His savings are now such that when the time comes for him to step aside and allow somebody else to carry on his work, he will have an income sufficient to support himself and family, and he believes that any teacher should have that as "happiness insurance" for old age.

Mr. Foster has set an example to teachers which they need to emulate, not only for their own good, but for the good of the schools and the children. An independent teacher is not only a happier teacher but a better one, and while we will not agree that any teacher can do what Mr. Foster has done, we are sure that many more than are doing it could. This lesson is perhaps of far more importance to the profession than some others which we pay more for in terms of dollars, and time, and energy.

What One Rural School Did

MRS. J. B. ROGERS.

JUST HOW the rural school in Missouri is to keep step with its more modern urban sister has been a question of much concern to educational leaders in our state. That the situation is not so bad as we fear it may be, is evident when we make investigation of the country schools about us. Encouragement and enthusiasm for the most zealous among us obtain when we visit such a plant as is found in Powers District, five miles south of Paris, in Monroe County.

This district comprises a good section of agricultural territory and is made up of enterprising, forward-looking citizens who have made names for themselves not only in the county but in our commonwealth. However, Powers School has made its almost phenomenal record within the past four years under the administration of Mrs. Daisy Wills Nugent who has been teacher there during this period.

In the spring of 1924 the school board of Powers School went as a body to Mrs. Nugent and asked her to take charge of their school. At that time the building was an old two-room affair, far from modern in appointment, and sadly in need of repair. The morale of the school was not what the district had a right to expect. Who among us has not seen a school deteriorate under the leadership (?) for a half dozen consecutive years of as many pretty young "school marms" who are more interested in togs than in tutelage?

Mrs. Nugent is a graduate of William Woods College, valedictorian of her class, a mother, and had had a successful teaching experience. In addition to these she had her own modern farm home less than one mile from the school building and her son was regularly attending Paris High School which meant he must pass this rural school twice each day. "Why," the school board asked, "can't we have for the children of our district the benefit of experience,

motherhood, and scholarship rather than offering here a laboratory for experiment with the untrained teacher?"

In the fall of 1924 Mrs. Nugent assumed her duties as teacher. Interest quickened,

the school grew, books and other equipment were added, and the district began to take outstanding rank in the schools of the county. After two years the old building was declared inadequate and the present modern one erected.

This building is up-to-date in every respect. In addition to the large main room there are separate rooms for library and coats. The windows are grouped and equipped with tan-canvass-roll shades, the sort recommended by our State Superintendent for modern rural schools. In addition

to free-textbooks the school has a library of some three hundred volumes aside from seventy-five dollars worth of special agricultural treatises. The heat is from a pipeless furnace in the basement. Here too, are tables and seats where the children have daily lunch and the very efficient community club, to whom Mrs. Nugent declares, belongs the glory for their good school holds monthly meetings and occasional dinners. The victrola with Wallace's Daily Dozen and other desirable records furnish entertainment and instruction for the children.

The school yard contains two acres. Here are four teeter boards, swings, hurdles and a giant stride. Here the youngsters train for the annual county track meet held at Paris, Missouri under the leadership of County Superintendent, Julia C. Mason.

When a community has evinced such proof of its interest as to put its money into these worth while substantial equipments it has a right to expect substantial returns. Powers School has not disappointed its patrons. Following are some of the awards won by the thirty-five pupils enrolled.



Mrs. Daisy Wills Nugent
Teacher Powers School



Frances Wills and Ruby Bridgford
Prize Winners for Powers School.

First Prize in Drawing and hand work
1925 School

First Prize in Spelling
1926 Isobel Wills

First Prize in Spelling
1928 Frances Wills

First Prize in Rural Scholarship
1926 Isobel Wills

Second Prize in Rural Scholarship
1926 Frances Wills

Second Prize in Rural Scholarship
1928 Ruby Bridgford

First Prize in Penmanship (Sheaffer's Pen)
1928 Edward Bridgford

First Prize in Declamatory Contest
1927 Dean Fields

First Prize in 100 Yard Dash
1928 Dick Bridgford



Dick Bridgford, undefeated
runner, winner of five medals, 2nd in Scholarship.

First Prize in one-fourth mile race

1928 Edwin
Bridgford

First Prize in Broad
Jump

1927 Edwin
Bridgford

At the rear of the school grounds are stables sheltering eight shetland ponies and as many horses. This means of transportation is perhaps not the least valuable form of physical exercise accorded to

this very fortunate school group.

Mrs. Nugent attended summer school this past session at Missouri University, taking eight hours in education in which she made an outstanding record. She will teach Powers School the ensuing year.

We might add that the plan hit upon by Powers' progressive people is one which offers suggestions for other rural schools. A school in the open country, under the direction of a mature, scholarly man or woman whose home is in the immediate locality cannot fail to enlist his or her best services. That continued tenure is a means to success is also abundantly proved by this school.

Experts Disagree on Spanking

"TO SPANK or not to spank" is a problem which has been worrying parents and teachers for years. Now the experts disagree on the merits of sparing the rod.

Dr. John B. Watson, founder of Behaviorism, Dr. Douglas A. Thom, Director of the Habit Clinics of Boston, Prof. Ernest Groves, and many other authorities, voice opposing views in a symposium on "Spanking" which appears in the August issue of "Children, The Magazine for Parents."

Dr. Groves says, "We have at last arrived at the point where we do not tolerate the husband's beating his wife, but we still

allow the parent to humiliate and hurt the child. What we would claim brutality elsewhere we excuse when committed within the home provided it is inflicted on a child and not an adult."

"What parents need to remember is that the general current of family life in the long run is the only influence of discipline that makes the child obedient. The spectacular crises are not the times when we make children obedient, but when we reap our mistakes or failures. The parent who is sympathetic and firm, clear in his explanation, and well disciplined himself, maintaining fellowship and building up in the child, through association, a spirit of

genuine loyalty, neither spansks nor allows his child to be spanked."

Dr. Thom says, "For every child whose conduct is improved through fear of punishment, a score are made sullen, resentful and rebellious by the same methods."

Dr. Watson says: "It is perhaps unsafe to say that no child should ever be spanked, but no child needs spanking unless he has already been hurt by bad management. There are occasions when discipline can be enforced upon children already largely spoiled only by spanking them or by changing their parents."

Prof. Leta S. Hollingsworth believes that "In the practical emergencies of home life, the child who has not been reared by the best psychological methods is likely to require 'a good spanking.' Parents must be allowed to live too."

What are the characteristics of a 'good'

spanking? The parent must never spank while he is "mad." The child spanked must be under eight years of age or before the "age of memory," otherwise he will bear a grudge against the spanker or a loss of self respect. The experts do however agree upon some details. They all advise:—

If you *must* spank, do it immediately at the moment of bad behavior. Spanking must be associated with the bad act in the child's mind as the electric shock is with the instrument that causes it.

Physical punishment of the whacking, slapping type meted out simply to indicate the parent's annoyance at the undesirable conduct, has no value; for it only makes the child defiant and resentful and fills him often with a desire to "get even" with the person who punished him.

A Study in Professional Ethics

PROFESSORS Perry F. Gates and Marvin M. Millsap have recently made a study of professional ethics among teachers in which they raise and offer partial answers to several very important questions.

Is Teaching A Profession?

Addressing themselves to this question they assert that, without considering the financial problem which must be met, the steps of greatest importance must be taken within the teachers, themselves. Pointing out that teachers range in qualifications from high school graduates to those with degrees of Ph.D., they ask which group represents the true status of the profession? Which has set the standards of entrance to the profession? Which has been responsible for the uniformly low salaries? The answer to the two latter questions being, evidently, "those at the lower end of the qualification scale."

"From the standpoint of the dictionary definition of a profession it is interesting to speculate on whether teaching meets the requirements. The Century defines a profession as the calling or occupation which one proposes to understand and follow, a vocation in which a professed knowledge of some department of science or learning is used by its practical application to

the affairs of others either in advising, guiding or teaching or serving their interests in the practice of the art founded on it. The word implies professional attainment in special knowledge as distinguished from mere study or investigation; and an application of that knowledge for others as a vocation, as distinguished from its pursuit for one's own purposes." In our common use of the term, the authors add, we think of a profession as a calling in which there are rather definite standards of ethics—guiding codes which have been drawn up and which are accepted as a basis for professional conduct by the members of the profession.

After comparing teaching with the practice of medicine and law the authors conclude that teaching does possess many of the features of a true profession in all that the meaning of the term implies; but, they assert, we have no code to which great numbers of teachers have subscribed and in which they in general believe. Teachers are not jealous enough of the standards they hold concerning their profession. A group consciousness is held to be essential to a profession and this the teachers do not have in sufficient degree when comparisons are made between them and physicians or lawyers.

The Effect of a Code of Ethics on the Teaching Profession.

The writers of this study believe that a code of ethics for teachers will place the profession on a higher level, a level on which it belongs, and that it will correct evil practices.

In discussing the offenders it is pointed out that in all professions there is a fringe of unscrupulous persons who violate standards for personal advantage. Among teachers there is a large group who do not know what the standards are and who are guilty without malice of acts injurious to the group as a whole. These need professional training. They are entitled to it, and a code will contribute to their needs.

A code it is argued will beget dignity for the profession both from within and without.

What Has Been Done.

Thirty-six states and several larger city systems have adopted codes. The N. E. A. has only recently shown some interest in the matter. The existing codes are criticised for their having been composed on the basis of sentiment rather than from actual needs scientifically determined. "Teachers' codes," say these authors, "contain many sentimental pleasantries, and frequently amount merely to a harmless idealistic creed." These codes are contrasted with those of the lawyers and engineers; the former having developed theirs from a body of practices accumulated over many years, the latter having arrived at theirs through the action of a representative body.

Weakness of Teachers' Codes.

On this point Messrs. Gates and Millsap say: "It is our opinion that the greatest weakness of the codes lies in the fact that they represent no method of enforcement. Most attempts to express ethical relations

of teachers in definite terms and to control them by tangible sanctions have met with hostility. California, Nebraska, Mississippi, Oklahoma, South Dakota and Pennsylvania have practice committees, but we are unable to find a single case considered by any of them."

Principles Upon Which a Code Should Be Based.

The most important principle is that of the teachers relations to his fellows and to the profession. Another is the teachers relation to his immediate superiors and inferiors which principle the authors think has been neglected. Not less important is the question of relation to parents, pupils and the public generally.

Recommendations.

1. That a practice committee be appointed to consider cases of unprofessional conduct in the state. This committee should be composed of the president and secretary of the state association with three others at least one of whom should be a class-room teacher.
2. The committee should be considered as a court available to members of the profession for adjudication of cases.
3. Once a case has been initiated by a member of the profession: The practice committee shall consider all such cases to which their attention has been called, shall give the accused a hearing, and then shall have the power to advise the certifying authority that the teacher's action warrants the revocation of his certificate. The findings of the committee shall be published in the journal of the organization using capital letters as a substitute for names and places.
4. It is recommended that the code be made a part of the curricula in all teacher-training institutions.
5. It is further recommended that the code be published annually in the official organ of the association.



Joy or Drudgery—Which Do You Sell?

ELLA VICTORIA DOBBS

"MY MOTHER HAD some flowers like those, but my father mowed them down," said a little country girl attending the 4H convention recently while the group was visiting a garden and had just listened to a talk on "Landscape Planting and the Use of Native Shrubs."

The mind's eye at once pictures the struggles of the hard working woman who longed for the solace and inspiration of a cheery bit of color. We will perhaps judge too harshly the man whose hard-headed, bread-and-butter attitude toward life made him deny her even this bit of comfort.

Many men and some women have not yet progressed beyond the stage of the early pioneers, whose hard battle with nature made them regard as a waste of time everything which did not contribute to the "practical" side of making a living.

The influence of this early attitude is still with us appearing even in the administration of some school programs in which time for anything but the three R's is given grudgingly and denied altogether on a slight pretext. Happily there are evidences on all sides that times are changing in this as in other phases of life. Beauty is discovered to have a commercial as well as esthetic value.

Not long since "The Atlantic Monthly" gave its most prominent space to an article on *Beauty, the New Tool of Industry*. Recently, under the titles "Design Becomes the Soul of Industry" and "Bringing Art to the Factory and the Machine" the "New York Times Magazine" carried two feature stories describing the increased emphasis being placed by manufacturers on beauty in everything from kitchen stoves and kettles to automobiles and locomotives. Every large factory has its corps of designers who create new designs and translate them into the manner of the machines that will execute them in textiles, silverware, or furniture as the case may be.

Because we still possess a few of the fine old hand wrought articles made before the days of modern machines we have placed

a false emphasis upon "handmade," and have thought it synonymous with "beautiful" but nobody knows how many ugly handmade things have been destroyed. It is because a few workers wrought beauty into their wares that their products have lived.

Because the machines easily produced many where handwork laboriously produced one, it offered a temptation to multiply ornamentation and the early products of the machine were often over decorated and ugly.

Yet, the machine only does what it is told to do, producing beauty or ugliness according to the direction given to it. At first it was ruled by the idea of mass production. Today, more and more, it is ruled by the mind of the artist designer and produces beauty that the masses may buy where once only wealth could afford beauty.

President Coolidge in a recent address before the American Federation of Art, rejoices that this new discovery of the commercial value of art "gives an opportunity to bring art into the home, for gradually but surely, thru science and invention, we are banishing the drudgery of existence and are bringing into every avenue of living a touch of the artistic."

Life is made up largely of doing things and in everything we do from morning till night, there is nothing which we may not do more or less beautifully: and quite generally happiness and inspiration will increase or decrease in direct ratio with the element of beauty. This applies daily in the classroom. It is possible to reduce an art lesson to drudgery. It is also possible to make a fine art of a lesson in arithmetic, and beauty pays in the classroom as well as in the factory.

We frequently hear the expression, "sell the schools to the people" a job quite imperative in Missouri in this year 1928, but may not a great factor in that job be to sell them also to the pupils by making life in the schoolroom a beautiful and fascinating experience. When life is a dull round

of "taking the next lesson" or correcting errors in English and spelling, the energy expended drops to its lowest level.

When something special is going on, be it a poster illustration, attractive booklets, a dramatization or other program, the thrill of pleasurable activity stimulates energy toward more and better work and often releases unexpected talent.

A few still left among us of the type who would mow down the flowers in the yard would in school mow down all pleasurable experiences on the supposition that profitable work must be drudgery and that if anyone is having a good time he is not working. But such a view is near-sighted. A little thoughtful, honest observation will soon prove that attractive classrooms stimulate pride, and that attractive methods create a happy atmosphere and reduce to the minimum the sullen opposition of the unhappy pupil. "But that sort of a program takes more time," say you? Yes. It may take more time and more of the teacher's energy but measured in terms of real

growth, beauty and happiness it will pay well on the investment.

Under the title of "Barter" one of Missouri's poet daughters, Sara Teasdale, sings thus,

Life has loveliness to sell,
All beautiful and splendid things,
Blue waves whitened on a cliff,
Soaring fire that sways and sings,
And children's faces looking up
Holding wonder like a cup.

Life has loveliness to sell,
Music like a curve of gold,
Scent of pine trees in the rain,
Eyes that love you, arms that hold,
And for your spirit's still delight,
Holy thoughts that star the night.

Spend all you have for loveliness,
Buy it and never count the cost;
For one white singing hour of peace
Count many a year of strife well lost,
And for a breath of ecstasy
Give all you have been, or could be.

NEW SUPPLEMENTARY READERS

Primary Grades

THE WORLD OF LIVING THINGS - -
STORIES OF MEN AND NATURE - -
- - (both by) ETHEL RUSSELL HALE

Intermediate Grades

OUR OWN UNITED STATES - - -
- - - - - WALTER LEFFERTS
NEIGHBORS NORTH AND SOUTH - -
- - - - - WALTER LEFFERTS
OUR NEIGHBORS IN SOUTH AMERICA
- - - - - WALTER LEFFERTS

Advanced Grades

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- - - - - FRANK F. BUNKER
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Missouri State Park System

By William R. Draper, (Written for School and Community)

MUCH DEPENDS upon the charm of the woods, mountain and stream in community development. The Ozarks of Missouri have the natural background as a national playground, but until lately, little effort has been made to modernize them to such an extent the public could enjoy the rustic beauty of this rough and rugged country.

Now, the state game and fish department have taken hold with vigor of a comprehensive program to stock the streams with fish, the woods with game and make the twelve state parks ideal spots for the vacationist and tourist. The actual work of bringing back those good old fishing and hunting days when the Ozarks were a haven to sportsmen, is having the best and most energetic efforts of Keith McCanse, Missouri game and fish commissioner.

Missouri now owns 36,000 acres of land divided into twelve separate tracts and designated as state parks. Ten of these are in the Ozarks. Upon these parks are seven of the largest springs in the United States, gushing forth 800 million gallons of water daily. Originating in, or flowing thru the parks, are nearly all of the famous bass and trout fishing streams of the mountain country.

To furnish stock for these streams and for the 175 lakes and 15,000 miles of fishing waters in Missouri, are now being operated at full capacity the seven state fish hatcheries. In the past three years more than ten million fish have been raised in these hatcheries and placed in public waters.

To provide more deer, wild turkey, quail and pheasant, the state game and fish department have established in five of the state parks game sanctuaries, covering nearly 10,000 acres of land. They have also leased, under a recent act of the Missouri legislature, about 25,000 acres of land—mainly north of the Missouri river—for auxiliary game refuges. Eventually the auxiliary game refuges will cover 100,000 acres and there will be one in nearly every county in Missouri. Deer and wild turkey are raised in the state park sanctuaries, while in the leased auxiliary refuges are quail and pheasant.

It is indeed a stupendous work now under way to bring back to Missouri the days of

Daniel Boone, when that intrepid hunter and trapper came and settled here, and brought colonists whose descendants now comprise the pioneer stock of this commonwealth. Missouri will again become a great game state, and the state parks are to be made the playground for the entire middle west.



Keith McCanse
State Game Warden

Combined with this work of providing more fish and game, the state is also making of these parks places of recreation, such as fishing, hunting, swimming, boating and horse back riding. Camp grounds have been built and equipped. In some of the state parks hotels and cabins have been erected. Good gravel roads have been built to the edge of nearly all the state parks. The state and federal government have constructed concrete and gravel roads throughout the Ozark country. It is now possible to drive thru the Ozarks any day or month of the year.

Missouri's game has until recently been in process of destruction since the days of Daniel Boone. Missouri had more game than she knew what to do with. We used it wantonly. Then we came to a sudden realization unless something was done, the charm of outdoor life in the Ozarks would vanish. Now, as a result of an educational campaign the people of Missouri have experienced a change of sentiment. The state parks embrace the beauty spots of the Ozarks and are richly colored in history and tradition.

Since this campaign for restoration of wild life in Missouri has been under way, the people of the state have become more and more interested in fishing and hunting. Receipts of the fish and game department have trebled since Commissioner McCanse became identified with the department and started his restocking program. Last year revenues of the department reached \$335,000, and more than 250,000 fishing and hunting licenses were bought. Inasmuch as these funds are used to buy park lands, build and equip fish hatcheries, import game and fish and keep a force of wardens afield not only protecting game, but teaching a better appreciation of field and stream life, so it will be seen that sport is paying its way.

The state does not appropriate any money to maintain the fish and game department. Taxes



Deer newly liberated at Deer Run State Park.

are in no way increased by expenditures for parks and refuges. At the same time the state is acquiring additional assets in the way of these tracts of beautiful land, and making for its own people and those who come visiting, something worth while. Other states have been attracted to this work and have sent park experts here to study the work. A large force of experts are employed in assisting the game and fish department to carry out its program. There are men in charge of park development, fish hatcheries, game refuge work, fish and game protection—each an expert in his line. Recently in order to inform the people of Missouri of this work, the writer began a tour of the state parks and refuges, and as a result all of the important daily newspapers and news distributing organizations have been carrying articles about the parks, the game and fish propagation work and the establishment of auxiliary game refuges in north Missouri. I find that our own people were unaware, to a large extent, of just what Missouri possesses and what she was doing, to build up a big Outdoor Life program.

Bennett Spring State Park is located in Laclede county, 13 miles west of Lebanon, contains 573 acres and cost \$40,000. Bennett Spring flows 72 million gallons of water daily and forms a beautiful trout stream two miles long through the state park and empties into Niangua river. Here at the village of Brice is a state hotel and numerous cabins, also a tourist park of thirty acres. A fish hatchery at this place has furnished in the last four years more than one million trout for public streams.

Sequoia State Park and fish hatchery is six miles south of Springfield, contains 14 acres cost \$23,700 and is one of the best equipped fish hatcheries in the Middle West. As this is on highway No. 65 and a gateway to the Lake Taneycomo country, the camp grounds here are much used by tourists. There is an underground cave and river here of much interest. It is probable the park will be enlarged.

Deer Run State Park is located in Reynolds county, contains over 6,000 acres and cost \$19,700. The park starts two miles west of Ellington, and no road has been or is likely to be built into this park, as it is used exclusively for deer and wild turkey raising.

Once this park was covered with virgin pine, and there are now fifteen million young pine trees growing. A fire tower has been erected, fire protection lines cut around the outside boundary, and a forester placed in charge. It is intended to restore the pines in this tract.

Indian Trails State Park in Dent county near Salem is the largest tract owned, contains 13,253 acres and cost \$59,330. It is also a game breeding park, altho many boy scout troops use it for a summer camp ground. This is a tract of cut over hardwood timber and the reforestation program is in effect, to regrow the white and black oak trees that once thickly covered the ground. There are hundreds of deer and wild turkey being raised here, also bear and beaver.

Round Springs state park in northern Shannon county is immediately on state highway No. 19, one of the most scenic roads in the Ozarks. The park contains 76 acres and cost \$5,000. It lies for almost a mile along Current river. Round Spring itself is a curiosity, is 90 feet deep, perfectly round and the water crystal clear. The spring is 35 feet in diameter, flows from the bottom, empties into a small cave, thence into an open branch along which the game and fish department have constructed camp grounds. A splendid place to go and camp for a week. Fishing, boating and swimming to your heart's content.

Alley Springs state park is also in Shannon county, about 15 miles southwest of Round Spring. It covers 427 acres, cost \$31,500 and its very isolation makes of it a perfect retreat for vacationists. Here another big spring comes from beneath a circular bluff, and flows seventy million gallons of water daily. Good trout and bass fishing is to be had in the spring branch also in Jack's Fork creek, which flows by the park on the south. Good camp ground, a rustic store, a big cave for exploring, plenty of ancient lore to attract one. The native element hereabout can give you plenty of material for writing.

Big Spring State Park in Carter county, five miles south of Van Buren is made famous by the Big Spring—second largest in the United States and flowing an average of 300 million gallons of water daily. Big Spring State Park contains 4,946 acres of land and cost \$22,500. The entire tract is fenced as a



game sanctuary and Uncle Ike Rose, a 72 year old woodsman lives in a remote place three miles from the spring, and is both line rider and game supervisor. This park is alive with deer and wild turkey but it is unlawful to hunt in the park at any time. However, there are plenty of good fishing, float trips and swimming on Current river which flows past the camp ground and thru the park.

Mark Twain State Park is located near Florida in Monroe county, contains 100 acres of land, cost \$5,000 and is notable as being the birthplace of Missouri's famous humorist. However, the game and fish department have improved the park into a good tourist ground and there is good fishing in Salt river which flows by. The country is rough and rugged in this district.

Arrow Rock State Park, contains thirty acres, cost \$5,000, and is situated in Saline county, near Boonville. Here the Daughters of the American Revolution operate the famous Arrow Rock Tavern, once notable as an outpost of civilization.

Sam A. Baker State Park is located in Wayne county near Patterson, the birthplace of Gov. Sam A. Baker. This park contains 3,485 acres and cost \$18,250. It was named for the present governor. Here are the highest peaks in the Ozarks, ranging to 1650 feet. While most of the mountains in the Ozarks are of limestone, here they are solid red granite. Forming high in these granite ridges is Big Creek, which dashes down over

rocky boulders. Big creek flows five miles thru the park and the St. Francis river forms a border line for two miles. Both streams are stocked with bass, perch, goggle eye and jack salmon. Once this country was infested with wolves and wildcats, but now they are about cleaned out and here the game and fish department are raising deer and wild turkey.

Franklin County State Park in Franklin county four miles east of Sullivan, lies four miles along the river Meramec, contains 6,714 acres and cost \$103,162. It is 65 miles from St. Louis. A 2500 acre game refuge has been built in this park and is in charge of Benton Dell, a quaint and loquacious woodsman. He delights in showing you about. There are ten big caves and numerous old mining tunnels on Franklin county park. One of these caves is lined with brown and purple onyx, another is so large that in 1867 Gov. Fletcher held his inaugural ball therein.

Montauk State Park in southern Dent county is rich in Civil War history. The old grist mill was built fifty years ago. There are several large springs which form the headwaters of Current river. This park contains 754 acres, cost \$29,400, and contains a small virgin pinery. Montauk village, second oldest in Dent county, is headquarters for the park. There are cabins and a state hotel at Montauk and splendid camp ground along the spring branch, covered with sugar maple trees. Reports of big trout having been caught there early this spring is a lure for fishermen.



A Reading Project

Charlotte Whechel

OUR BEST educators advocate the theory that the modern day education should recognize individual differences in children. According to this theory the child should be allowed to advance as rapidly as he is capable of doing. With this in mind Superintendent Ziegler assigned to the Fourth A grade the task of working out a new reading program that would give the children greater individual reading opportunities.

Much time and thought was given to selection of material. About fifty new books were purchased covering as wide a range of subject matter as possible. Among these are found history, geography, travel, science, botany, nature study, animal life and story, astronomy, poetry, music and biography. About fifty additional books were taken from the Public School Library and to these were added some children's magazines.

A long, low library table was supplied so that all books were easily accessible.

For the individual records the loose leaf notebooks were indexed alphabetically; one for each six weeks period. Each child had a sheet filed, on which were the titles of books read, and fastened to this file sheet were his reports—as he made them on completion of each book.

The first six weeks a written report was given using the following outline.

1. The author of my book is _____
2. The title is _____
3. My favorite character is _____
4. My favorite paragraph (or paragraphs or poem) is copied below.
5. The best picture in the book is _____
6. Is there anything else you wish to tell about your book?

The second six weeks a picture report was used. Three illustrations were required; one taken from the beginning, one from the central part, and one depicting the end. With these pictures also was a title page and a copy of a favorite paragraph.

Group reading lessons were not entirely discarded. Monday was set aside for the entire group. The next three days were devoted to individual silent reading and Friday was given over to remedial reading.

Standard reading tests for rate and comprehension were given at the beginning of the term and at the close aside from the periodical

tests. Each time the Superintendent numbered the tests so that in no way was the personal element allowed to enter into the grading.

The group tested well in the beginning in both rate and comprehension. The highest point was made by a child whose rate was one hundred and eighty-four words a minute and whose comprehension was that of a fourteen year old child, or four years above her actual age. Her progress in comprehension as shown by the last test, was two and one-half years, which ranked her, mentally, at the close of the year a sixteen and one-half year old child.

Taking the group as a whole the following points were proved. The naturally talented child went forward by leaps and bounds. The slow child's comprehension improved but the reading rate, which is less important, did not.

The median for the group was one and three-fourth, or nearly two years above the scale in comprehension. Out of the group of forty-eight that took the Thorndike-McCall tests, there were only nine below the scale median. Thus the majority of the group profited by the experiment.

The mid-point of books read by the forty-eight who were regular in attendance, was fourteen. The lowest number read by any child was six books. Sixteen had read over ten books, ten had read over fifteen, and ten read over twenty. The largest number read by any child was thirty-two.

The whole project was a source of pleasure as well as profit in that it brought a closer contact between the teacher and the individual child. The few minutes of conversation about the book with each child was beneficial to both. Occasionally, at first, a child was required to reread a book. Parts of the book were read aloud to encourage them and arouse their interest. But on no occasion was a child forced to read any particular book. He was allowed to make his own selection but he was carefully guided so that his list covered a wide range of subject matter.

The children's intense interest in the abundant reading material eliminated, in a large measure, room discipline.

A child, given the opportunity to assert his individuality, will develop into a responsible little citizen, with a real purpose and joy in school life.



A Statement to the Public by L. W. Baldwin, President
of the
MISSOURI PACIFIC LINES
Building a Railroad for the
Present and Future

ALL of the money that has been taken in on the Missouri Pacific, since the railroads were returned to their owners, has been spent for wages, material and supplies, new and additional equipment and facilities, taxes and interest. Not only that, but many millions of additional dollars which had to be borrowed also have been invested in the development of a better railroad.

It has been possible to obtain new capital because investors have confidence in the fairness of the American people and there is a general and well-founded belief that railroads should be permitted to earn a fair return.

What has been accomplished on the Missouri Pacific has been done in spite of most adverse conditions. While it is true that the volume of freight traffic has been increasing, the freight rates, especially on the Western Railways, have been constantly decreasing. In 1926 these rates were only 26 per cent above the level in 1911, while the cost of everything that enters into the production of railroad transportation service remains at a much higher level. For instance, in the 15-year period there has been an increase in the wholesale price of building material of 78 per cent; in fuel and lighting, 135 per cent; metals and metal products 43 per cent; wages 127 per cent. In the same 15-year period railroad taxes have increased 294 per cent or to a total of \$388,682,377 last year.

Official figures show the average level cost of all commodities in 1926 to be 63 per cent above the level in 1911. Even the products of agriculture brought returns to the farmer, on his farm, 54 per cent above the 1911 average.

And while this has been going on and millions of dollars have been spent improving passenger train service—purchasing new and even better equipment, etc.—the number of passengers hauled has been constantly decreasing. The American railroads actually handled fewer passengers in 1924, 1925 and 1926 than they did in 1911 and the decrease in 1926 as compared with 1920 was 26 per cent.

Western Railways have had to meet, in this 15-year period, an increase of 120 per cent in operating expenses and they have had with which to meet this increase only 105 per cent more revenue. The difference, as is known, was bridged by increased efficiency and economy of operations.

The foregoing is a brief summary of the railroad problem. It also is a problem of the public. The public must have adequate and dependable railroad transportation and if our Great Southwest is to continue to develop as it should the railroads must be permitted to lead and point the way.

Sympathetic understanding and co-operative assistance of the public are more needed now than ever before. There are many ways in which every individual can be helpful.

I solicit your co-operation and assistance.



"A Service Institution"

President

Scholarships and Student Loan Funds in the State and Councils of the Missouri Branch of the National Congress of Parents and Teachers

IN ALMOST EVERY community there may be found worthy students who are unable to continue their education because of inadequate funds. Loans and Scholarships which today are available for the self-supporting student make it possible for him to so conserve his time and strength that he may participate in school activities and no longer is our stigma attached to a scholarship boy or girl.

In Missouri we have a State loan fund designed to help any girl or boy attain an advanced education to equip themselves for self-support, this money is to be repaid without interest when the students has an earning capacity.

Councils in several cities have scholarship funds which are gifts and not loans, as in the case of grade and high school students loans these are not considered the best. The most notable of these scholarship foundations are in Kansas City, St. Louis and Springfield.

The State fund, the CAROLINE B. ULLMANN STUDENT LOAN FUND, is a department of the work of the Missouri Branch of the National Congress of Parents and Teachers. It was founded at the State Convention held in St. Joseph, in 1923 and named for Mrs. William Ullmann who was then retiring as president after four years of leadership in the State. The fund was started with moneys saved from the budget during that regime—and was augmented by a gift from the convention in honor of the retiring president.

The fund is maintained by contribution from the Associations of the Missouri Branch, one-fifth of all gifts received by the State, one-half of all State Life Memberships and by individual contributions. This year the trustees are urging that instead of sending flowers in memory of a deceased friend or relative the equivalent in money be sent to the treasurer of the Caroline B. Ullmann Student Loan Fund to be applied on a scholarship. The treasurer sends an engraved card to the bereaved family informing them that a gift has been received to help some worthy boy or girl through college, as a memorial to the loved one.

The purpose of the fund is to lend money without interest, to enable girls and boys to secure an education that will equip them for self-support.

The applicant must be a girl or boy of good health without the means to secure the desired training, and must be a graduate of an accredited high school.

A girl or boy desiring a loan shall make individual application in writing direct to the Treasurer of the Student Loan Fund accompanied by recommendation of an officer of the

Parent-Teacher Association and the Principal of the school last attended.

The application with the recommendations is then sent to the chairman of the Board of Trustees of the Loan Fund, who, acting with her committee, will decide upon the merit of the applicant. A majority vote of the Board of Trustees shall be necessary to grant a loan provided this vote may be taken by mail.

Applicant may enter only a college, university or vocational school in Missouri.

The Board of Trustees are:

Mrs. Wm. Ullman, Chairman, Springfield.

Mrs. R. C. Abel, Kansas City.

Mrs. J. F. Cook, Webster Groves.

Mrs. J. N. Crocker, Sedalia.

Mrs. H. P. Roberts, Secy.-Treas., 825 S.

Weller Ave., Springfield, Mo.

When the contribution of an association or an individual aggregates one hundred dollars, the association or individual may have the privilege of naming a scholarship. These scholarships are living monuments to those for whom they are named. This year Central High School of Kansas City, wishing to honor their president Mrs. P. H. Crane, named a scholarship for the little daughter she had lost—Mary Elinor Crane.

Gifts were also received from the Kansas City Council and the Springfield Council and a number of friends sent contributions to honor family birthdays.

Mrs. H. P. Roberts, 825 S. Weller Ave., Springfield, Mo. is secretary-treasurer and largely due to her untiring efforts great interest has been aroused throughout the State. Eighteen students have been assisted in furthering their education and their letters of application prove how valuable and constructive this department of the State branch of the Congress is.

The teachers can aid materially in directing students in need of this help to make use of it.

Gifts received go directly to the students, as all work is voluntary and no part of the gifts is used for operating expenses.

THE KANSAS CITY Council has as one of its most outstanding accomplishments the Mary Harmon Weeks Scholarship Foundation. It is named for Mrs. E. R. Weeks, the "Mother of Parent-Teacher Work" in Missouri, whose unselfish service has for years been given to the cause of Child-Welfare.

At a meeting of the Executive Committee of the Kansas City Council of Parents and Teachers held in September, 1921, Mrs. J. O. McVey a former president of the Council, told of the

great need for a fund to help keep children in the public schools of Kansas City. Mrs. Herbert E. Fairchild, also a former president of the Council, hearing this talk, received an inspiration, the outgrowth of which is the Mary Harmon Weeks Scholarship Foundation. Mrs. Fairchild, 2520 Chelsea, Kansas City, is President of the foundation and the board is composed of nine members, all former officers in the Parent-Teacher Association.

This fund is designed to help children through any of the public schools of Kansas City, and many of the children receiving the scholarships have been outstanding in their class work.

Scholarships are not given because of lack of funds alone nor for brilliant scholarship alone. They are awarded solely to conserve and develop for the city, state and nation, abilities in scholarship and leadership which might otherwise be lost to the world. These abilities must be indicated by a reasonable success in academic studies and by powers of co-operation and leadership in student activities. No scholarship is given except where needed.

The home or wherever the child lives must pledge a place and enough quiet for the child to concentrate on his home work.

Applications for scholarship must be made to the President of the Board of Trustees, or any Trustee, on printed application blanks, which must be signed by the president of the local Parent-Teacher Association or the principal of the school. Applications for scholarship from high school or Junior College must be signed by representative of the Gold Star Committee of the Association of High School Women.

The visiting teacher and the Gold Star teacher in the high schools are of the greatest assistance in discovering these children and dispensing the fund in such a way that all scholarships are confidential so that the child is not embarrassed before his schoolmates.

To date 189 scholarships have been given, representing an expenditure of more than \$8,500.00.

The foundation is financed by gifts from private contributions of any nature whatsoever, and the Kansas City Council gives one-fourth of its earnings each year to this splendid work.

THE ST. LOUIS Parent-Teacher Scholarship foundation, as it now functions, was incorporated December 19, 1924. Previous to this time the fund was known as the Child Conservation Scholarship, and was financed largely through the generosity of Mrs. Chas. A. Stix who gave annually \$1500.00 until

1923, and her sister-in-law Mrs. Elias Micheal, a member of the Board of Education who paid a Secretary to investigate the cases and administer the fund until 1920, when the Board of Education provided this facility.

At present most of the money which has made possible this foundation has been contributed by the Mothers' Circles, and Parent-Teacher Associations belonging to the St. Louis Council of the National Congress of Parents and Teachers.

The purpose of the foundation is to keep needy and worthy children in school, who would be compelled to work if this money were not available.

A scholarship consists of \$3.00 a week or \$120.00 a year.

Under the scholarship plan a certain sum of money is given the parents of the child at the end of each week to take the place in part at least, of the money he would earn if working. Each case where application for scholarship is made is investigated by a director whose business it is to recognize unusual merit and grant the scholarship to children who have done well in school and who will profit by further education.

There are nine trustees of this fund: three being elected from the St. Louis Council of Parents and Teachers each year to serve for a period of three years. The present trustees are Mrs. A. J. Burr, President, Mrs. E. P. Walsh, Vice-President, Mrs. L. Haeger, Treasurer, Mrs. E. H. Brewer, Secretary, Mrs. R. E. Caskey, Investigator, Mrs. Geo. Eigel, Mrs. Julius Kunz, Mrs. John Kiburz and Mrs. L. C. Diesel.

The St. Louis Scholarship Foundation has at the present time twenty-eight children who are receiving scholarships.

The Springfield Council in November, 1922 established a scholarship fund to help the girls and boys through the ninth grade of Junior high and high school. This is called the Gertrude G. McBride Scholarship fund and is named for Mrs. J. B. McBride one of the pioneers in Parent-Teacher activities and a former State President. The nucleus of this fund was started with proceeds received from the pageant "Progress," a pageant written for the National Congress of Parents and Teachers and has been supported by gifts from individual associations and the Council.

Mrs. J. A. White 860 S. Pickwick is chairman of the fund and has been largely instrumental in increasing it.

The interest on the money is used to provide books and clothing to keep the children in schools.



An Outline for Sixth Grade History

By County Superintendent Irene O'Brien

IN OUR January issue we published outlines on Fifth Grade History which were prepared by Miss Irene O'Brien and used by a number of County Superintendents. The numerous requests for these outlines seemed to justify our publishing the third and fourth quarters. For the same reason we are now publishing the first and second quarters of the Sixth Grade History. The numbers following the various topics refer to pages in THE WORLD BOOK, where information may be found.

HISTORY OUTLINE

SIXTH GRADE

First Quarter

III. Life in the Middle 19th Century.

1. Extent of the U. S. by 1850 or 1860—U. S. 1852, p. 5988; See List p. 5973 for 1860.
 - a. Use maps from 8th grade texts to find this.
 - b. Note the much larger area—the results of the western movement—than in colonial days.—See Center of Population p. 5972; p. 5968a "What Jefferson Thought;" Compare maps pp. 5971-81-85-88.
2. Home Life.
 - a. Consider the southern plantation type—mansion house, p. 3368; Laniers cottage, p. 3328; negro cabins, outhouses, slave labor, pp. 5405, 5957a, comparative independence of each plantation.
 - b. Consider northern or middle western farm or small town type—free labor and use of machinery on farms, p. 5957a; factories, p. 2125; also Progress of Invention, p. 3027, shops and mills in cities and towns. Contrast two types and find causes for difference. Read Development of Manufacturing, p. 5961.
 - c. Types of buildings used; furniture, p. 2354.
 - d. Lighting, p. 1989—use of kerosene, p. 3233; gas, p. 2400. Trace the development from early forms.
- e. Foods.
 - (a) Sources—note greater distances from which food comes; causes for this. 5957a Commerce 1511.
 - (b) Characteristic dishes of south; of north.
 - (c) Cooking and serving. Draw sharp contrasts from methods of earlier periods. Find causes of contrasts.
 - (d) Causes of changes—invention of farm machinery, e. g.: reaper by McCormick, 1832. p. 3553, Opp. 96 Picture.

3. Clothing.

- a. Sources—produced in U. S., p. 5957. Note increased use of cotton; imported.
- b. Preparation of materials for clothing.
 - (a) Production of cotton, p. 1603; wool, p. 6353, flax, p. 2204, on farms.
 - (b) Transportation of raw product to factory. Cotton Field to Market, p. 1606; Wool, p. 6354c; Flax, p. 2205d.
 - (c) Spinning, weaving and some sewing—in factories, pp. 5499, 6233, 1437.
 - (d) Cutting and sewing by women—invention of sewing machine by Howe, 1846. pp. 2854, 5323, 5328.
 - (e) Styles of the period.
- c. Reasons for great change from Colonial period.
 - (a) Invention of cotton gin by Whitney—close of 18th century, p. 6277. Note relation between this and increase of slavery.
 - (b) Invention of steam engine, by Jas. Watt. Close of 18th century, p. 6224.
 - (c) Invention and establishment in America of machinery for spinning and weaving—close of 18th century, pp. 5499, 6232.
 - (d) Note similarity in time of perfection of these machines. By 1850 their effect was very evident in American life.

Second Quarter

4. Schools.

- a. Buildings—contrast with earlier ones.
- b. Books and equipment—notice increased number of books. See American Book Trade and Statistics, pp. 830-31.
- c. Subjects studied—less emphasis on religion, p. 5237.
- d. Free public schools (See Taxation, p. 5238)—contrast with colonial schools, p. 5237.
- e. Colleges, p. 1473.
- f. Education of girls. Colleges for Women, p. 1474; Woman Suffrage, p. 6347.

5. Churches.

- a. Better buildings and equipment.
- b. Less strict attendance than in Colonial times.
- c. Development of new denominations. See List, p. 4847. Each treated alphabetically.

6. Recreation.

- a. Children's sports—talk to old people about these.
- b. Pleasure of gatherings—house parties, barbecues, p. 589; dancing, e. g.: the cotillion, p. 1697.

7. Travel, Transportation and Communication.

a. Steamboats, p. 5353, and railroads, pp. 4915-20—note greater speed and carrying power.

Picture, Roads and Streets, p. 5028.

b. Telegraph—swiftest communication known, pp. 5732, 5736.

c. Effect upon country of these changes.

d. Causes for great changes.

(a) Perfection of locomotive, p. 3476, by Stephenson, p. 5547; in England, 1829; adoption, and building of railroads in U. S., 1835-1860.

(b) Invention of telegraph by Morse—first line built 1844, p. 3957.

8. Government.

a. Study general plan of state government—made up of three divisions. Show federal government as similar scheme. Keep this very simple.

State: Legislative, pp. 3372, 5975; Upper and Lower Houses, pp. 4974, 5300, 5975.

Executive, pp. 2112, 5975; Governor, p. 2547.

Judicial, pp. 1613, 1615, 5975; Lower Courts, p. 5975.

Federal: Legislative: Congress, p. 1537, House of Representatives, p. 4973; Senate, p. 5300.

Executive, pp. 4811, 1034.

Judicial, pp. 5974, 1614, 5638.

b. Stress outstanding figures, e. g.: Webster, p. 6235; Clay, p. 1411; Calhoun, p. 1054.

9. Activities for Pupils.

a. Language and Reading.

(a) Have a three-sided debate as to whether the steamboat, railroad or telegraph has been of the most service to this country. See Debate, p. 1722.

(b) Pretend to be one of the inventors of this period—try to find all you can about the man whom you represent and tell the class about your struggles to perfect the invention. See List of Inventions, p. 3027, and Inventors listed alphabetically. Read "Progress of Invention," p. 3027. Check list, pp. 3027-29 for Inventions of this period.

THE HILL BILLY BUNNIES.

By Ella Booher

FATTY HILL BILLY.

FATTY HILL BILLY was the oldest of Pa Hill Billy's family of five children. He had one sister and three brothers.

Bobby Hill Billy and his brothers helped Pa Bunny with his work and they never forgot to bring Ma Bunny some dainty when they came home.

Fluffy helped Ma Bunny with the house work and she was kept busy, too, for Ma Bunny was very proud of her reputation as a good housekeeper.

But lazy Fatty would do nothing. That is he would do no work. He ate very much and often. He slept a great deal and got lazier and fatter.

His brothers and sister were thin, straight, graceful Bunnies who were very beautiful as they went on errands for their mother, helped their father, or played about the holler.

"Come on," they would call to Fatty as he lay curled up in the sun or in a corner of the house. "Come on, we are going to run races."

Usually Fatty would pay no attention to them or if he did say anything he would mumble something about being tired.

They would laugh as they ran away or call back to tease him about being so lazy.

However being fat and lazy was not the only thing which made him disagreeable.

He would not work or bring food home and he would not go out to eat from the abundance of food in the "holler" but he would gorge himself with food which the others brought home. When his brothers and sister brought food and hid it he would pretend to be asleep and then when they were gone he would get up and eat the best of it.

Doctor Jack Rabbit, from over on the ridge, assured Pa and Ma Bunny that Fatty was not sick.

"He's just too lazy to live," Dr. Jack said as he picked up his medicine case. "If I were you folks, I'd quit bringing food home. It's lovely weather. Go out and eat your food where you find it. May Bunny will feel better and look years younger if she lives out of doors for awhile and forgets about her housekeeping."

Fatty raised his head a little, opened one eye, and heaved a great sigh.

"Who'll bring my food to me?" he asked.

Doctor Jack Rabbit was so angry that he could scarcely speak.

"No one will bring your food to you!" he snapped. "Hunt it for yourself or starve! A good deal of starving will be good for you!"

After a long argument Pa and Ma Hill Billy Bunny decided to leave their house and live out of doors for some time.

The little Hill Billies were not at all concerned because they were away from home all day any way.

At first Fatty could not believe that his family would go away and leave him without food.

In fact Ma Bunny had wanted to speak to the neighbors and have them see that lazy Fatty did not go hungry.

"No!" Pa Bunny had said. "There's plenty of food under his nose if he's not too 'ornery' to go out and eat it. Look at him. He looks like a big **soft ball**! He's a disgrace to the family. No real Hill Billy is fat!"

The first day Fatty sulked in the house hoping that someone would bring him some food.

When no one came he waddled to the door and called to some youngsters who were eating wild lettuce and asked them to bring some to him.

"There's plenty of it along the 'crick,'" they laughed, "and on the sides of the 'holler.'"

Fatty went back into the house too angry to go out in search of food.

He was hungry—**very** hungry—but he was so foolish that he blamed everyone, except himself, for his wretched condition.

He would not go out during the day to search for food and as it was the dark of the moon he was not very successful in finding it at night.

After a few days he did not look like a big soft ball. He looked lank and his skin hung upon him in folds.

At last he began to be ashamed because he had been so lazy that he had not learned how to find the food he needed.

"Any Bunny, and especially a Hill Billy Bunny, ought to know that much," he said to himself bitterly.

One night as he lay curled in a corner too wretched to sleep he decided to start down the "crick" in search of his family.

He was not accustomed to walking much and it was not long before his feet were sore but he bravely limped along.

He was trudging along with his head down when he heard some one call his name. He turned to see who called and lost his footing and splashed into the "crick!"

What confusion there was as Pa and Ma and Bobby Hill Billy Bunny fished Fatty from the water!

He truly was an object for pity as he stood dripping before them.

"Well, son," Pa Hill Billy said, "you've lost a lot of flesh. Your skin looks more like a shawl that it does like a coat. What are you going to do—let your skin shrink to fit your bones—or pad out your stomach to fit your skin?"

Fatty's teeth were ready to chatter but he made a brave effort to grin.

"I'm going to work," he said.

"He's going to have a chill! Get something dry, quick!" Ma Bunny said.

"There are more than one way to cure a prodigal son," Pa Hill Billy chuckled as he made a nice nest of soft dry grass for the dripping Fatty.

To Teachers

—*Sherman Conrad, Scott High School, Toledo, Ohio, Miss Mary T. Perkins, Teacher.*
Copyrighted by The Scholastic.

I've brought to you the molten treasure
Of my mind to cast and mold into some currency

Of greater worth.

I've bound the wandering ways of youth

Down to the hard conformity of books.

I set my eyes upon the words of Greece and Rome

To cipher out the cadences of song that gave

To all the world a flowering lyric heritage.

I learn the myths of Nordic gods and strive to find

A door to high Valhalla

Euclid's magic mixes with the poetry that cries
A want of one dark lady's love.

But you have promised thus: One day this metal
That you pour all base and crude into the crucible

Of study, shall come forth a precious, glittering coinage,

A loveliness and satisfaction within your weary hands.

Well, mark you this, I've trusted you,
My youth and faith are yours; I keep the pact.
See to it that you've told the truth.

This poem is one of a group submitted by the 16-year old Toledo boy who won the first prize of \$100 in the Witter Bynner Scholastic Poetry Contest for 1928, conducted by THE SCHOLASTIC, national schoolroom magazine.



State Department of Education

INFORMATION REGARDING SUPPLEMENTARY BOOKS

THE DEPARTMENT of Education presents the following lists of supplementary reading material needed this year in carrying out the work of the Courses of Study.

The number preceding each title is the catalogue number as the books are listed by Secretary E. M. Carter in the Pupils Reading Circle order blank of your Missouri State Teachers Association. The number following the title is the price of the book.

Your Association, through its Secretary E. M. Carter, Columbia, Missouri, will furnish these books at the prices named. Other books listed but without catalogue number or price can also be furnished. If these are also desired, Mr. Carter will, upon request, give you information concerning their cost.

HISTORY

D Class

- | | | | |
|---|-----|--|-----------|
| (97) Hiawatha Primer | .76 | (606) Colonial Days | .67 |
| (98) Hopi, the Cliff Dweller | .48 | (609) Community Life Today and in
Colonial Times | .86 |
| Myths and Stories of the Great Plain | | (632) Famous Men of Modern Times ... | .65 |
| (683) Indian Child Life | .77 | (636) First Book in American History. . | .79 |
| A Child's Book of Holiday Plays | | (641) Four Great Americans | .58 |
| C Class | | (666) Heroes of History | .90 |
| (299) Camp and Trail in Early American
History | .72 | (700) Last of the Great Indian Tribe ... | .54 |
| (300) Cave Boy of the Stone Age | .54 | (775) Real Americans | 1.49 |
| (302) Child's Book of American History | .77 | (777) Real Stories from Our History ... | .74 |
| (316) Colonial Children | .76 | (1031) King Arthur and His Knights | .69 |
| (330) Eskimo Legends | .77 | Myths and Legends of the Missis-
sippi Valley and the Great Lakes | |
| (333) Explorers and Founders of America | .83 | The Early Sea People | |
| (255) First Book in American History .. | .72 | The Paths of Inland Commerce | |
| (502) Stories of American Discoveries for
Little Americans | .54 | Child Life in Colonial Days | |
| (504) Stories of Great Americans for Lit-
tle Americans | .54 | (678) How Our Grandfathers Lived | .97 |
| (507) Stories of Pioneer Life | .72 | (562) American Inventors | .86 |
| (530) Tree Dwellers | .82 | (618) Days and Deeds of a Hundred Years
Ago | .65 |
| (360) Heroes of the Nation | .72 | (1005) History of Missouri | .90 |
| (539) When Great Folks Were Little
Folks | .72 | (1009) History of the American People . | 1.44 |
| Heroes Every Child Should Know | | (1059) The Making of Our Country | 1.51 |
| Historical Plays for Children | | (1183) Studies in American History | .92 |
| (390) In the Days of Giants | .72 | (1226) Young People's History of the
World War | 1.08 |
| (534) Viking Tales | .60 | (738) Old Greek Stories | .54 |
| B Class | | (1109) Our Nation's Heritage | 1.01 |
| (550) The Life of Abraham Lincoln | .43 | (1100) Our Ancestors in Europe | 1.01 |
| (585) Boys and Girls in American His-
tory | .72 | (1054) Long Ago in Egypt | .72 |
| (586) Boys of the Ages | .59 | (1055) Long Ago People | .72 |
| (588) Brief Biographies from American
History | .79 | (876) America's Roots in the Past | .90 |
| | | (902) Boys and Girls of Colonial Days .. | .54 |
| | | (903) Boys and Girls of Discovery Days .. | .54 |
| | | (904) Boys and Girls of Pioneer Days .. | .54 |
| | | (1165) Stories of Early Times in the Great
West | .78 |
| | | (573) The Autobiography of Benjamin
Franklin | .43 |
| | | (817) Story of Our Country | 1.64 |
| | | A Class | |
| | | (949) Economic History of U. S. | 1.98 |
| | | (1154-5) Sidelights of American History,
Vol I and II | each 1.08 |
| | | (1143) Romance of the Civil War | 1.01 |
| | | (1001) Heroes of Progress | .79 |
| | | (937) The Constitution of the United
States | 1.13 |
| | | (933) Community Civics | 1.40 |
| | | (936) Constitution of Our Country | .68 |
| | | (1058) Making of An American | .72 |
| | | (1014) How the Other Half Lives | 1.45 |
| | | (922) Children of the Tenements | 1.80 |

GEOGRAPHY

C Class

(347) Geography for Beginners	1.08
(375) How We are Clothed .....	.79
(680) How the World is Fed .....	.86
(681) How the World is Sheltered .....	.86
(415) Little People of the Snow .....	.48
(549) The Story of the Wretched Flea, A Chinese Boy .....	.48
Mustafa, The Egyptian Boy The Story of Akimakoo, An African Boy	

B Class

(645) Geographical Readers of Africa ...	.90
(646) Geographical Readers of Asia ...	.90
(647) Geographical Readers of Europe ..	.90
(648) Geographical Readers of North America .....	.90
(649) Geographical Readers of South America .....	.90
(643) From Trail to Railway Through the Appalachians .....	.65
(677) How Other People Travel .....	.87
(651) Great American Industries, Minerals	.54
(650) Great American Industries, Farm Animals .....	.54
(652) Great American Industries, Products of the Soil .....	.54
(843) U. S. and Canada	1.33
(623) Elementary Geography	1.08
(841) Human Geography by Grades, Book IV	101
(720a) Missouri, Our State of .....	.98
(810) Stories of Missouri .....	.68
Missouri and Missourians Monthly Bulletin of Mo. State Board of Agriculture, Vol. 24, No. 2, Mo. Farm Census by E. A. Logan and Jewell Mayes, Jefferson City, Missouri, 1926	

A Class

(865) Adventures of a Grain of Dust ...	.99
(954) Essentials of Geography, Book II .	1.76
(955) Europe	1.80
(956) Europe and Asia	1.33
(967) Geographical and Industrial Readers—Africa .....	.82
(968) Geographical and Industrial Readers—Asia .....	.82
(969) Geographical and Industrial Readers—Europe .....	.82
(972) Geographical and Industrial Readers—U. S. ....	.74
(974) Geography Series, Distant Countries, Book 5 .....	.86
(1021) In Sunny Spain	1.82
(1204) Type Studies from U. S. Geography	1.08
(552) Advanced Geography	1.55
(1018) Human Geography, Book II, Regional Trade	1.76
Geography News Bulletins, National Geographic Society, Washington, D. C.	

ELEMENTARY SCIENCE

D Class

(100) In Animal Land .....	.72
(75) Field and Tree .....	.67
(208) Animal Life .....	.72
(485) Baby Animal Zoo .....	.79
(353) Grasshopper Green's Garden .....	.77
(422) Merry Animal Tales .....	.77
Nature Myths and Stories Little Flower Folks, Stories from Flowerland, Vol. I	

C Class

(371) How to Have Bird Neighbors ...	.83
Friends in Feathers and Fur and Other Neighbors, Book II	
(434-5) Nature Study for Boys & Girls, Bks. III and IV .....	.58
(484-5) Science Readers for Silent Reading Book I and II .....	.79
The Bee People Among the Meadow People	

B Class

Autobiography of a Butterfly and Other Stories The Tree Guide Legends from the Red Man's Forest Secrets of the Woods	
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AGRICULTURE

A Class

Animal Book Flower Book Bird Book	
(801) Squirrels and other Fur-Bearers ..	.83
(1096) Open Doors to Science .....	.90
(729) Nature Study for Boys and Girls, Book V .....	.67
(730) Same Book VI .....	.89
(793) Science Reader for Silent Reading	.79
(865) Adventures of a Grain of Dust ...	.99
(867) Agriculture	1.08
(961) Farm Projects and Problems	1.26
(1101) Our Animal Friends and Foes ....	.72
(1131) Productive Agriculture	1.26
(1052) Live Stock and Farm Mechanics ..	1.19
(990) Hand Work for Boys	1.44

ARITHMETIC

D Class

(1359) First Journeys in Numberland ....	.50
Waldo Number Games Primary Number Projects	
(1388) Number Helps	1.35

ENGLISH

(1353) English Exercises, Books III and IV .....	.26
(1358) Exercises in Everyday English ...	.43
(1371) Home Book of Verse	2.70
(1375) Language Drills and Test Book I .	.12
(1376) Language Drills and Test Book II	.12
(1379) Literature for the Study of Language, Grades 3 to 8 .....	.50

SUGGESTED BOOKS FOR A RURAL
SCHOOL LIBRARY

D Class

(208) Animal Life .....	.72
(16) Bob and Betty at Home .....	.69
(19) Bob and Betty with the Workers ..	.80
(23) Boy Blue and His Friends .....	.52
(24) Brothers in Fur	1.58
(33) The Cat that was Lonesome .....	.27
(35) Children and Their Pets .....	.63
(36) Children at Play in Many Lands ..	.75
(52) Cotton Tail First Reader .....	.46
(53) Cotton Tails in Toyland .....	.46
(87) Grandfather Frog .....	.54
(92) Happy Hour Stories .....	.54
(122) Little Black Sambo .....	.49
(141) The Mouse that Lost Her Tail ...	.27
(160) Overall Boys .....	.69
(171) Pied Piper of Hamlin	1.14
(178) Poppy Seed Cakes	1.82
(220) Sunbonnet Babies Primer .....	.64
(221) Sunbonnet Babies and Overalls ...	.64
(231) Three Little Cotton-Tails .....	.46
(241) Wag and Puff .....	.56
(142-3) Music Appreciation Readers 1 & 2	.54 and .65

Art Literature Readers

At least 4 sets of modern readers
including primer, first and second
readers.

C Class

(479) Adventures of Reddy Fox .....	.54
(483) Adventures of Sammy Jay .....	.54
(251) Alice's Adventures in Wonderland ..	.65
(277) Aunt Martha's Corner Cupboard ..	.48
(304) Child's Garden of Verse .....	.48
(320) Dick Whittington and Other Stories ..	.58
(325) East O'The Sun and West O'The Moon .....	.61
(337) Fifty Famous Stories Retold .....	.50
(355) Grimms' Fairy Tales, Part I .....	.61
(356) Grimm's Fairy Tales, Part II .....	.61
(382) Indian Legends .....	.72
(392) Irish Twins .....	.79
(395) Japanese Twins .....	.79
(396) Jimmy Skunk, Adventures of .....	.54
(358) Hawthorne's Wonder Book .....	.52
(397) Jorli .....	.52
(430) Mother West Wind's Children .....	.67
(429) Mother West Wind's Animal Friends .....	.67
(443) Nixie Bunny in Workaday Land ..	.64
(459) Peter and Polly in Autumn .....	.54
(461) Peter and Polly in Summer .....	.54
(462) Peter and Polly in Winter .....	.54
(471) Poems for Study of Language, Part I ..	.25
(500) Stories Grandmother Told .....	.72
(535) Visit to the Farm .....	.72
(1750) Poetry Book I, II .....	.74
(175-0) Poetry Book I, II .....	.74
(472-3) Poetry Book III, IV .....	.74, .82

At least four sets of modern readers
including Books III and IV.

B Class

(551) Adrift on an Icepan .....	.43
(580) Black Beauty .....	.32

(637) Five Little Peppers and How They Grew .....	.48
(661) Happy Holidays .....	.82
(695) Jungle Book .....	.92
(697) King of the Golden River .....	.42
(702) Legend of Sleepy Hollow .....	.54
(737) Nurnburg Stove .....	.16
(739) Old Testament Stories .....	.25
(749) Our Winter Birds .....	.72
(774) Rab and His Friends .....	.40
(785) Rip Van Winkle .....	.43
(786) Some Merry Adventures of Robin- hood .....	.63
(787) Robinson Crusoe .....	.61
(799) Spartan Twins .....	.79
(801) Squirrels and Other Fur Bearers ..	.83
(815) Story of Doctor Doolittle .....	.97
(358) Wonder Book .....	.52
(581) Blue Bird for Children .....	.83
(577) Bird's Christmas Carol .....	.43
(999) Hero Tales from History .....	.82
(667) Heroes of Today	1.61
(855) Wild Animals I Have Known	2.05
Master Skylark Book of the Ocean	
(770-1) Poetry Book V & VI	each .82

A Class

(1196) Adventures of Tom Sawyer .....	.92
(874) Americanization of Edward Bok, School Edition .....	.84
(887) Being a Boy .....	.50
(925) Christmas Carol .....	.44
(927) City of Seven Hills .....	.84
(938) Courtship of Miles Standish .....	.40
(940) David Copperfield .....	.72
(948) A Dutch Boy Fifty Years After ..	.67
(953) Enoch Arden .....	.40
(957) Evangeline .....	.40
(984) Great Stone Face .....	.40
(1012) Hoosier School Boy .....	.61
(1013) Hoosier School Master .....	.67
(1017) Huckleberry Finn .....	.92
(1030) Kidnapped .....	.84
(1035) Last of the Mohicans .....	.61
(1059) Making of Our Country	1.51
(1067) Merchant of Venice .....	.45
(1098) The Other Wise Man .....	.62
(1118) Pilgrims Progress .....	.54
(1130) Prince and the Pauper .....	.92
(1135) Rebecca of Sunnybrook Farm ....	.72
(1138) Required Poems, Book IV .....	.60
(1136) Red Badge of Courage .....	.90
(1144) Rosemary	1.20
(1190) Tanglewood Tales .....	.43
(1201) Treasure Island .....	.44
(1203) Two Years Before the Mast .....	.70
(1205) Uncle Tom's Cabin .....	.83
(1210) Vision of Sir Launfal .....	.40
(1214) White Indian Boy	1.10
(1125-6) Poetry Book VII, VIII .....	.92

An Argosy of Fables

Myths Every Child Should Know
The After School Library
Our Holidays, Retold from St. Nicholas
The Children's Book of Christmas
Land of Make Believe
Boots and Saddles

The Boy's Life of Mark Twain		(1168) Stories of Useful Inventions .....	.82
John Burroughs, Boy and Man		The Skeleton in Armor	
The Prairie Fire		Marmion and Douglas	
Community Life Leaflets		Marco Bozzaris	
(1203) Two Years Before the Mast .....	.70	(916) Captains Courageous .....	.92
Harve Riel		(1022) In the Days of Queen Elizabeth ..	1.20
(1124) The Masque of the Red Death ....	.40	(1097) Oregon Trail .....	.65
(1090) The Old Curiosity Shop .....	.80		

Important Suggestions Regarding the Courses of Study for Elementary Schools

THE SIXTH and eighth year's work will be given in 1928-29 for the first time since the revision of the Elementary Courses of Study. Therefore attention is called to the following outlines and suggestions.

DAILY PROGRAM (Courses of Study pp. 15-19)

Only one-half year's work in eighth grade geography is given. It is suggested that this work be given throughout the year three times a week at the last period in the day (3:35 to 4:00), and that agriculture be taught every day in the week at 3:00 to 3:25.

ALTERNATION (Courses of Study pp. 13, 14)

D Class—Alternate in **Elementary Science**. Give work outlined for second grade.

C Class—Alternate in **Elementary Science and History**. Give work outlined for fourth grade.

B Class—Alternate in **every subject except arithmetic**. Give work outlined for sixth grade.

A Class—Alternate in **every subject**. Give work outlined for eighth grade.

(If for any reason eighth grade history was given last year, it should be given again this year).

COURSES

Agriculture (Courses of Study pp. 21-112)

A Class, 8th grade

First Quarter

Live Stock Surveys	1 week
Horses and Mules	7 weeks

Second Quarter

Dairy and Beef Cattle	4 weeks
Sheep and Hogs	4 weeks

Third Quarter

Poultry	4 weeks
Vegetable Gardening	4 weeks

Fourth Quarter

Farm Mechanics	4 weeks
Farm Management	4 weeks

Arithmetic (Courses of Study pp. 112-146)

B Class 6th grade

Reading and writing Arabic and Roman numerals of common usage; common and decimal fractions; volume of rectangular solids; percentage.

A Class 8th grade

Square and cubic measure; volume of cylinder and prism; board measure; squares and square root of numbers; equations; graphs; common business forms as,—records, accounts, budgets, bills, money orders; percentage applications in gain and loss, discount, banking, insurance, stocks, bonds.

Art (Courses of Study pp. 146-165)

Pictures to be Studied for Art Appreciation (all grades).

Group II. These are contained in "Instructor Picture Outfit" furnished by Missouri State Teachers' Association, catalog No. 1305.

The Torn Hat	Sully
The Store Room	de Hooch
Dignity and Impudence	Landseer
The Boyhood of Raleigh	Millais
Holy Night	Corregio
The Knitting Lesson	Millet
Children of Charles I	Van Dyck
The Lookout—All's Well	Horner
The Windmill	Van Ruysdael

B Class 6th grade

Representation; design; color study; lettering; illustration; construction.

A Class 8th grade

Representation; design; color study; lettering; illustration; construction.

Elementary Sciences (Courses of Study pp. 165-186)

B Class 6th grade

First Quarter—Birds; trees; weeds; cultivated flowers; snakes.

Second Quarter—Birds; trees; muskrat; bed-bug; cockroach.

Third Quarter—Birds; trees; bat; game.
Fourth Quarter—Birds; trees; weeds; lawn; fly.

English (Courses of Study pp. 187-223)

B Class 6th grade

Clear and correct enunciation and pronunciation; correction of errors in speech; oral composition; written composition—simple paragraph, social and business letters.

Poems (At least four to be memorized)

The Builders, Longfellow
Road Song of the Bandar Boy, Kipling
Columbus, Miller
Psalm XXIV, Bible
The First Snowfall, Lowell
The Highwayman, Noyes
The Day is Done, Longfellow
Beatitudes, Bible
The Flag Goes By, Bennett
In Flanders Field, McCrea
The American Flag, Drake
Carry On, Service
Abou Ben Adhem, Hunt
Loveliest of Trees, Housman
The Daffodils, Wordsworth
Out Where the West Begins, Chapman

Stories (For reproduction and dramatization in whole or part)

Jungle Book, Kipling
Robinson Crusoe, Defoe
The Legend of Sleepy Hollow, Irving
Some Merry Adventures of Robin Hood, Pyle
Blue Fairy Book, Lang
Treasure Island, Stevenson
Dog of Flanders, Ouida
King Arthur and His Knights, Pyle
Heidi, Spryri
Story of the Golden Fleece, Lang
Squirrels and Other Fur Bearers, Burroughs
Rip Van Winkle, Irving
Bird Stories, Burroughs
Stories of Norse Heroes, Wilmot-Buston
The Blue Bird, Maeterlinck

If you have difficulty in finding any of these selections, the Missouri State Teachers Association will be glad to give you its assistance.

A Class 8th Grade

Grammar: sentences; clauses; conjunctions; verbs; adjectives; adverbs.

Composition: written; oral.
Correction of errors in speech.

Poems (At least four to be memorized)

Recessional, Kipling
For a 'That and a 'That, Burns
O Captain! My Captain, Whitman
The Last Leaf, Holmes
Winter, Lowell
America for Me, VanDyke
Old Ironsides, Holmes
Building of the Ship, Longfellow
The Cloud, Shelley
If, Kipling
Bugle Song, Tennyson
The Bells, Poe
Interior, Colum
June, Lowell
Flower in the Crannied Wall, Tennyson
The Rhodra, Emerson

Stories (At least four to be reported during the year)

Wild Animals I Have Known, Seton
Prince and Pauper, Twain
Ivanhoe, Scott
David Copperfield, Dickens
Kidnapped, Stevenson
Captains Courageous, Kipling
Last of the Mohicans, Cooper
Roughing It, Twain
In the Days of Queen Elizabeth, Tappan
The Talisman, Scott
Master Skylark, Bennett
Westward Ho, Kingsley
Black Arrow, Stevenson
Men of Iron, Pyle
Stickeen, Muir
The Oregon Trail, Parkman

Health Education (Courses of Study pp. 224-246)

B Class 6th grade

Accidents; care of a patient; play activities; the body as affected by disease germs; the healthful home; sanitation and healthful precautions.

A Class 8th grade

Disease germs; emergencies; sick room appliances; contagious diseases; community health survey.

Music (Courses of Study pp. 246-264)

B Class 6th grade

Singing: 10 or more songs from memory; 30 or more with words and music.
Scales: All major and relative minor keys with their signatures.
Music Memory: Identify 50 standard compositions, name composers of at least 20.

A Class 8th grade

Singing: 30 to 40 songs of musical, literary, community or national interest; sing parts of hymn music at sight.
Music Appreciation: Pleasure in hearing good music.
Music Memory: Same as for B Class.

Reading

B Class 6th grade

Basal text; texts for different subjects: library books; children's magazines; Current Events paper; work-type material; supplementary material, as—Blue Bird for Children, King of the Golden River, How the World is Clothed, Bird's Christmas Carol, How the World is Fed, Hero Tales from History, Heroes of Today, Wild Animals I have Known.

A Class 8th grade

Work-type material—texts in various subjects.
Reading for intensive study:

The Vision of Sir Launfal, The Great Stone Face, The Prairie Fire, Community Life Leaflets, Courtship of Miles Standish, Herve Riel, Christmas Carol (Dickens), The Masque of the Red Death, Enoch Arden, The Skeleton in Armor, Marmion and Douglas, Marco Bozzaris,

Evangeline, Gettysburg Address, Merchant of Venice.

For supplementary reading:

Two Years Before the Mast, Dana; Kidnapped, Stevenson; Old Curiosity Shop, Dickens; Stories of Useful Inventions, Forman; Captains Courageous, Kipling; In the Days of Queen Elizabeth, Tappan; Oregon Trail, Parkman; The Story of the Other Wise Man, Van Dyke.

Social Science (Courses of Study pp. 305-379)

History

B Class 6th grade

First and Second Quarters: Life in Middle 19th Century—extent of U. S. by 1850 or 1860; home life; clothing; schools; churches; recreation; travel, transportation and communication; causes for changes; government.

Third and Fourth Quarters: Life in Modern Times—extent of U. S. at present; homes and home life; clothing; schools; churches; recreation; travel, transportation and communication; causes for changes; government.

A Class 8th grade

American History

First Quarter: period of discovery and exploration; colonization; American Revolution; the critical period.

Second Quarter: westward expansion; struggle for commercial independence; industrial revolution; political reorganization; sectionalism; the Civil War.

Third Quarter: problem of reconstruction; tariff and taxation; industrial development; development of political parties.

Fourth Quarter: the constitution; World War; immigration; how our country has grown.

B Class 6th grade

Geography

First Quarter—Missouri Geography—Missouri industries; Missouri transportation; Missouri cities.

Second Quarter—Missouri History—Early history of Missouri; Civil War period in Missouri; famous citizens of Missouri; Missouri's care of her citizens; recreational opportunities of Missouri; Missouri's future needs.

Third Quarter—South America.

Fourth Quarter—Africa.

A Class 8th grade

The United States: Geographical position; surface features; climate; natural resources; industries; people; sections; possessions.

Spelling (Courses of Study pp. 379-385)

B Class 6th grade

About 550 words to be studied; 25 new words per week.

A Class 8th grade

Basal word list of from 650-700 words; 25 new words per week.

Writing (Courses of Study pp. 385-394)

B Class 6th grade

70 letters per minute with quality 60 or better, Ayres scale. Correlate with all written activities.

A Class 8th grade

Continue work of B Class.

ANNUAL APPORTIONMENT

THE ANNUAL apportionment of state school money for the year 1928 has been completed. The total amounted to \$4,244,047.39 which is \$634,168.26 greater than the sum apportioned a year ago. This increase is due to the fact that the legislature in 1927 did not appropriate out of this money funds for the teacher training schools, teaching training courses in cities, county superintendents' salaries and expenses for the State Department of Education as it had done in 1925.

The rural schools this year received \$383,333 or \$27,118 more than they received last year. Texas County with \$28,362 received more rural aid than any other county. High schools were apportioned \$89,855 which is \$2,234 more than they received last year. Consolidated dis-

tricts received \$991,817 or \$220,802 more than last year.

Third class high schools in rural districts provided for by the legislature in 1923 received \$160,902 or \$27,382 less than last year.

Other items of the apportionment were schools maintaining opportunity divisions \$109,027 and schools educating orphans from philanthropic institutions \$38,887.

The amount apportioned for each day attended was slightly more than six mills which is twice the amount distributed on this basis last year.

The total amount received by each county and the city of St. Louis as special aids and on the daily attendance and teacher quota distribution are as follows:

Adair	\$ 26,089.44	Grundy	15,016.03	Perry	9,818.66
Andrew	11,378.40	Harrison	16,935.68	Pettis	28,563.95
Atchison	12,661.95	Henry	20,649.84	Phelps	42,862.57
Audrain	15,815.95	Hickory	15,907.54	Pike	17,166.88
Barry	85,302.42	Holt	13,333.54	Platte	11,557.36
Barton	14,879.14	Howard	9,116.82	Polk	35,768.98
Bates	20,241.82	Howell	44,662.55	Pulaski	37,550.14
Benton	17,788.53	Iron	21,220.66	Putnam	15,254.82
Bollinger	25,367.39	Jackson	335,642.64	Ralls	7,915.76
Boone	25,717.73	Jasper	92,832.03	Randolph	21,327.89
Buchanan	70,048.63	Jefferson	18,226.24	Ray	17,647.24
Butler	49,622.95	Johnson	18,360.95	Reynolds	37,557.08
Caldwell	12,719.33	Knox	10,481.88	Ripley	28,764.52
Callaway	15,003.19	Laclede	29,953.88	St. Charles	10,468.79
Camden	31,160.55	Lafayette	20,157.35	St. Clair	17,433.77
Cape Girardeau	34,847.21	Lawrence	33,098.02	St. Francois	48,502.16
Carroll	14,597.89	Lewis	10,225.74	Ste. Genevieve	5,168.17
Carter	18,419.65	Lincoln	12,818.30	St. Louis	122,129.75
Cass	18,705.12	Linn	19,183.10	Saline	23,241.15
Cedar	13,063.44	Livingston	15,107.93	Schuyler	12,051.53
Chariton	16,511.83	McDonald	65,764.66	Scotland	9,330.65
Christian	46,363.63	Macon	21,626.33	Scott	48,636.54
Clark	9,571.21	Madison	25,772.67	Shannon	50,981.52
Clay	24,687.34	Maries	19,673.34	Shelby	11,625.34
Clinton	12,727.88	Marion	22,323.54	Stoddard	72,962.75
Cole	16,740.69	Mercer	7,526.38	Stone	44,144.22
Cooper	14,244.19	Miller	18,621.77	Sullivan	17,660.48
Crawford	40,635.64	Mississippi	28,609.67	Taney	36,514.18
Dade	21,798.71	Moniteau	11,941.67	Texas	83,347.39
Dallas	41,481.80	Monroe	13,469.95	Vernon	21,376.29
Daviess	13,231.70	Montgomery	14,391.66	Warren	4,598.13
DeKalb	10,603.09	Morgan	14,268.06	Washington	41,413.61
Dent	29,055.19	New Madrid	77,745.22	Wayne	51,357.73
Douglas	43,042.79	Newton	70,689.58	Webster	44,121.84
Dunklin	92,897.68	Nodaway	27,113.26	Worth	6,742.16
Franklin	36,615.92	Oregon	42,339.22	Wright	35,517.45
Gasconade	12,197.07	Osage	6,932.79	St. Louis City	422,972.80
Gentry	12,717.62	Ozark	40,924.79		
Greene	75,032.55	Pemiscot	106,861.86		

DEPARTMENT OF PHYSICAL EDUCATION

By Dr. H. S. Curtis, Director of Physical Education.

Henry Ford and the Cripple

IN HIS Autobiography Henry Ford says society can absorb all its derelicts and pay them full wages without charity. It can use all its blind and more in positions where eyes are not necessary. It can use all its cripples and more in positions where legs or arms are not needed.

He says that an efficiency study of his factory showed that he could use nearly fourteen hundred men with only one leg, an equal number with only one arm, several men without legs, several men without arms, and thousands of men who were feeble minded, pay them six dollars a day and have them earn the money. He says that when he put a blind man to counting nuts and bolts, he did the work that two seeing men had done before. All that is needed is a job analysis so as to set the legless man at the job where legs are not needed. He believes that the load that society is carrying in its blind, deaf, feeble minded, and crippled is a

quite unnecessary load, a curse to society and a curse to the individuals.

In order to get such a project under way it may be necessary for the school for the blind to have a factory for its alumni as well as its students, but why not? It does not seem impossible to develop at our schools for the blind, industries in which sight is not necessary. If the alumni then settle around the school and continue working in the factory, there would soon arise a small special village, just as efficient as any other social group, where all the recreation and social life would be suited to people without sight. In such a village there would be a small place for moving pictures, but a large place for opera and concerts. There would be a small need for tennis courts or baseball diamonds, but dancing and swimming might be nearly universal.

Mr. Ford believes the decentralization of industry is sure to come. He says that just as

rapidly as possible he is dividing his great factory at Highland Park into a thousand factories, each one of which produces only a single thing and requires only a single motion. It is easy to see how he might have at one of these factories only one armed people, at another only one legged people, while at a third there might be people with one arm and one leg paralyzed. Of course, Mr. Ford, cannot take care of all the crippled, but is it not about time that society began to plan for its handicapped in some such way?

The Training of Games

EVERY GAME which is given a place in the physical education program should provide five different forms of training.

It is always a question when games are considered whether the first objective is physical development, skill, or emotional tone and satisfaction. Most people would be inclined to place as the first objective the physical development which comes from the use of the muscles involved. To secure this result the activity must be vigorous and long enough continued to bring perspiration and a quickening of the pulse.

A second result that is no less important is the training of coordinations or in other words the development of skill. There is no other activity which trains the rapid and accurate coordinations of muscles as games do. This training is the secret of the largest physical results for the least physical effort. It is the basis of all grace.

A third result which psychologists are coming to appreciate more and more is that all decisions in games are made in small fractions of a second. Correct judgments are instantly rewarded in victories and by applause, while failures are subject to severe social censure. There is no other means that can so quicken the reaction time and make it accurate as can an exciting game, but in order to secure this result the competition and interest must be keen.

A fourth form of training no less important than the others is the social judgments which the player must always make for if he is to be successful he must be able to judge instantly what his opponent is going to do and prepare to meet his action. There are few abilities of greater value in life than the ability to do just this. And along with this all the time goes the requirement that the player must cooperate with other players in order to secure a victory. He must be willing to do his part as a member of the group.

Probably the best training there is to be a good citizen in the adult community is to learn first to be a good citizen in the child community. The real community of childhood is the playground where games are the chief activity.

But, after all, perhaps the greatest function that the game plays in life is in developing and keeping a wholesome mental attitude and tone. It is forever away from solitariness and de-

mands always the social spirit. It prevents brooding and keeps the joy of living full.

But in order to secure these results it is necessary that the interest in the games shall be kept at a high level. The unorganized scrub game on a vacant lot in vacant time will not do it. The only method which succeeds is to have a permanent team with a permanent captain and play a series of matches with other permanent teams, and keep the record.

EXAMINATIONS IN PHYSICAL EDUCATION

The University of Illinois has just adopted certain standard tests as the method of promotion in physical education. The student is given a grade according to his showing in this examination.

One of the great difficulties in all work in physical education has been the lack of standards and the fact that we have no means of measuring results to tell whether or not definite progress was being made.

The University of Illinois is moving in the right direction, and some such tests as those that Illinois is giving should be adopted in other schools. For instance, here is the requirement in swimming in Illinois:

Beginning Swimming

The following activities will be taught in P. E. 13, Beginning Swimming.

SWIMMING.

Swim 50 yards any style.

WATER STUNTS

1. Bob across tank in deep end.
2. Push off across tank.
3. Dead man's float (15 seconds)
4. Standing dive (from edge of the pool)
5. Skulling on back across tank (without push off)
6. Swim under water across tank (body wholly below surface)
7. Surface dive and bring up object from bottom (in 6 feet water)
8. Inflated bundle (15 seconds)
9. Swim across tank with legs only (without push off)
10. Jump off spring board and bring up object from bottom.

At the end of the semester a final examination will be given. Each student must swim 50 yards to get a passing grade. In other words a student who fails to swim 50 yards will be given a grade of "E" and excused from the balance of the examination. Students who swim 50 yards will be given a final grade based on the ability to do the stunts according to the standard indicated in the following scale:

Ability to do less than 5 stunts—	E
Ability to do 5 stunts	—D
Ability to do 6 stunts	—C
Ability to do 7 stunts	—B
Ability to do 8 stunts	—A

Each student will be allowed to try any stunt listed and will be given two trials at any stunt attempted.

The State's Neglect of Her Public Schools

From Wirt Mitchell's Democrat-Leader, Fayette, Mo.

THE SLIGHT increase in the state school fund this year as compared to last year tends to obscure the real situation. When we compare the state funds that Howard County has received during the past few years we find that the general tendency is downward rather than upward.

A news article in the Advertiser Tuesday showed that while the county received \$17,461.28 in 1921 from the state on the basis of attendance, teachers' salaries and special aid to weak districts, this amount had fallen to \$9,116.82 this year and \$8,123.74 last year. The total for the past two years is only \$17,240.56, or \$220.72 less than was received in one year six or seven years ago.

Missouri as a state is increasing the taxation of the local school districts by decreasing her state school fund. To indicate how greatly Missouri is shirking her duty in the matter of public education, we point to the fact that the state as a whole is paying only about six per cent of the total cost of the public schools. The county and township revenues yield about one per cent and the local district has to assume the remaining ninety-three per cent. Many states pay thirty, forty, and

even as much as fifty per cent of the total cost. When compared with these states, Missouri's six per cent is distressingly small. If all districts were uniform in size and wealth this condition would not be so unfair, but when we consider that the greatest inequality in local school tax rates exist, the injustice of the present laws become apparent. In county after county can be found districts lying across the road from each other with the widest possible variation in rates, ranging all the way up from 5c on the hundred dollars' valuation to more than \$1 in rural districts, and from 40c to more than \$2 in the high school districts. Naturally in most cases it is the district that has the least wealth that has to maintain the highest tax rate.

There is only one adequate remedy for the situation that we can see, and that is for the General Assembly to provide an adequate state school fund divorced from the general state revenue.

There are a number of other things that will help. One of these is to abolish our small district system which is wasting the taxpayers' money by maintaining schools in many cases for less than five pupils.

A FRANK RECOMMENDATION BY FRANKLIN

Sir—The bearer of this, who is going to America, presses me to give him a letter of recommendation, though I know nothing of him, not even his name. This may seem extraordinary, but I assure you it is not uncommon here. Sometimes, indeed, one unknown person brings another equally unknown, to recommend him; and sometimes they recommend one another. As to this Gentleman, I must refer you to himself for his character and merits, with which he is certainly better acquainted than I can possibly be. I recommend him, however, to those civilities which every stranger, of whom one knows no harm, has a right to; and I request you will do him all the favor that, on further acquaintance, you shall find him to deserve. I have the honor to be, etc.—Paris, April 2, 1777.—Franklin.

LORD, LET ME NEVER tag a moral to a tale, nor tell a story without a meaning. Make me respect my material so much that I dare not slight my work.

Help me to deal very honestly with words and with people, for they are both alive. Show me that as in a river, so in a writing, clearness is the best quality, and a little that is pure is worth more than much that is mixed.

Teach me to see the local color without being blind to the inner light.

Give me an ideal that will stand the strain of weaving into human stuff on the loom of the real.

Keep me from caring more for books than for folks, for art than life.

Steady me to do the full stint of work as well as I can; and when that is done, stop me; pay what wages Thou wilt, and help me to say, from a quiet heart, a grateful Amen.—Henry van Dyke.

ELLA VICTORIA DOBBS FELLOWSHIP**FOR RESEARCH IN EDUCATION****OFFERED BY****PHI LAMBDA THETA****HONORARY FRATERNITY FOR WOMEN IN EDUCATION**

For the year 1928-1929, Pi Lambda Theta offers a fellowship to a woman who wishes to devote herself to research in education. This fellowship is to be known as the Ella Victoria Dobbs Fellowship of Pi Lambda Theta. It carries a stipend of \$1,000, \$900.00 of which will be paid in two equal amounts. One hundred dollars will be due when the final obligations have been met.

QUALIFICATIONS. The candidate for this research fellowship shall have at least the degree of Master of Arts from a graduate school of recognized worth. In addition she shall have shown notable skill in teaching and significant accomplishment in research, and she shall have definite plans for further research.

OBLIGATIONS. The acceptance of the fellowship implies the obligation on the part of the scholar to devote herself unreservedly to study or research as outlined in her application; to submit any proposed change in her plan to the chairman for approval; and to send to the chairman at least two reports of her work, the first, not later than January 15, giving a statement of her work which will satisfy the committee that she is pursuing the research indicated in her application. This second report shall be made upon the completion of her year's work. This latter report shall be in printed form as previously agreed upon with the committee.

The Committee regards the acceptance of the fellowship as creating a contract requiring the fulfillment of these conditions.

APPLICATIONS. Each applicant should submit:

- a. A record of her formal education.
- b. A record of her professional activities.
- c. Evidence of previous research.
- d. A physician's statement concerning her health.
- e. A list of the persons whom she has asked to write directly to the Secretary in support of her application. Among those asked to write shall be two women who will send to the Committee a careful, confidential judgment of the personality of the applicant.

Theses, papers, letters, etc., submitted by the applicants, will be returned if postage is sent for the purpose. Confidential letters sent to the Committee will not be returned.

A personal meeting with a member of the Committee will be of great advantage.

Applications must be made on a blank form which will be supplied on request by the Secretary of the Committee on Award, Delia E. Kibbe, State Department of Public Instruction, Madison, Wisconsin. This blank must be filled out and submitted with all supporting papers and letters not later than January 1, 1929.

COMMITTEE ON AWARD:

- Dr. W. W. Charters, Director Bureau of Educational Research, Ohio State University.
Miss Ella Victoria Dobbs, Associate Professor of Industrial Arts, University of Missouri.
Dr. Charles H. Judd, Director School of Education, University of Chicago.
Miss Delia E. Kibbe, Supervisor of Elementary Grades, State Department of Public Instruction, Madison, Wisconsin, Secretary.
Dr. F. B. Knight, Professor of Education, University of Iowa.
Dr. F. Louise Nardin, Dean of Women, University of Wisconsin.
Miss Maude McBroom, Principal Experimental School, State University of Iowa.
President Pi Lambda Theta, Chairman, Ex-officio.

The Junior Red Cross

Marion G. Keith

Field Secretary with American Red Cross.

THOSE OF US who have read Conrad's "Youth" turned to the last page of this symbolic narrative with a sigh of regret. The perusal of its pages had stirred within us once again the hopes and ideals of youth. We saw ourselves going forward with undaunted spirit—Conquerors; we saw ourselves eager to be of helpful service to others; and we saw ourselves creating a real sense of Christian brotherhood between all nations. For the time being we had cast aside the disillusionment of maturity and we were "Youth" with all of its courage, faith and idealism.

We could not hold this picture with ourselves in the foreground for we are the older generation, but as we faded into the background of the setting there evolved from the mirage, the figure of the Youth of today, radiant, pulsating, fired with the same hopes and the same ideals that had once been ours. In this youth of today lies the hope of the world—in his hands is the moulding of the future. He is the potter and the clay he uses depends entirely on what we, the older generation, give him. This brings me to the purpose of my remarks—the revelation of the Junior Red Cross; for in this movement is stored the clay most pliable to idealistic reshaping.

The Junior Red Cross was born during the World War—the child of the American Red Cross and of the schools. It has not been possible to ascertain the exact date and place of the birth of the American Red Cross because this idea did not originate from any one source, but sprang spontaneously and concurrently from many sources. America was not the first country to have a junior organization: for Canada and New South Wales organized ahead of us.

Before the war the American Red Cross received many suggestions regarding junior enrollment. When the United States entered the war these "suggestions became more numerous and more urgent."

In many places boys and girls, in and out of school, were organized locally and were working with their local Red Cross Chapters. Because of this spontaneous desire on the part of the American youth for service the Junior Red Cross sprang into being and was organized at this time to enable the children to have a share in the work of the war; and because of the educational value to be derived from such work. The wartime experience wholly justified the existence of the movement as to the capacity of children for nation wide service, and as to its value as an educational factor.

The Junior Red Cross, although a war time movement, definitely "embarked upon its peace program" in 1919. Last year was the tenth anniversary of the birth of the Junior Red Cross.

Although the Junior Red Cross had its origin in America it is now to be found in nearly forty countries of the world, with a membership of

10,000 school children—over one-half of which are American school children. There is no distinction in race or creed; the Roman Catholic, and Lutheran schools, public and private schools of all kinds are enrolled as Junior Red Cross Auxiliaries. Everywhere its purpose is the same and the program of work identical.

The **Purpose** of the Junior Red Cross is "Service"—service of one school child to another; to the school; to the home; to the community, to the nation; and to the world.

Its **Aim** is educational and its **basic principle** is "training for service through service."

Its **Program** is twofold in form and its parts are known as the domestic program and the foreign program of the Junior Red Cross.

The domestic program is largely devoted to the promotion of patriotism and citizenship and to the elementary science of health.

The foreign program is devoted to the promotion of international understanding and good will. The activities of each program are correlated with the school curriculum providing stimulus and objective for much of the regular work.

The principal instrument by which the Junior Red Cross fosters international understanding and good will, and possibly its greatest value as a means of motivating curricular studies, is its system of international school correspondence. This correspondence is in the form of a portfolio and is prepared by a room or a class—not individuals, and is sent to some foreign country—preferably one that is being studied by the pupils in their history or geography. In this portfolio is a bound collection of letters, specimens of school work in every subject; art designs; photographs of school life, of typical natural scenery; descriptions of home and school life, occupations, industries, holiday customs, sports; anything that interests boys and girls and help to interpret the life of one country to another. The League of Red Cross Societies in Paris is a clearing house for the international correspondence where provision is made for satisfactory pairings, translations and a reasonable control over standards, distributions, etc.

Through this medium it is hoped that the children of the world can be taught to know the geographical and social conditions of their fellow-world schoolmates and through this knowledge and intimate contact understand and sympathize with each other.

The school correspondence is not confined to foreign schools; for exchanges are made with schools in Canada and with Indian schools of this country. H. B. Peairs, Chief Supervisor of Indian Schools, says "the Junior Red Cross is invited to come into the Indian schools for two reasons: (1) The school correspondence plan helped to overcome and has in specific instances succeeded in overcoming the isolation which our government's policy has forced upon the Indians and the children in Indian schools. It has brought to the Indian schools

desirable outside contacts. (2) The Indian has been trained to expect everything will be done for him with little or no effort on his part. The service spirit of the Junior Red Cross inspires the Indian children with the thought of service for others."

Another activity sponsored by the juniors, is the annual filling of Xmas boxes for refugee children in foreign countries. These boxes, filled with just insignificant gifts and sent to foreign juniors, brings to these poverty-stricken little children a great deal of cheer and establishes in their hearts a deep and permanent affection for their fellow juniors in America.

The Junior Red Cross, also, maintains a National Childrens Fund. During the ten years of the junior work approximately one and one-quarter million dollars have been contributed to the fund by the American juniors. In the year 1926 this fund made possible the furnishings of school lunches in Belgian and French villages; operation of summer and winter camps and colonies for war orphans in France and Czechoslovakia, establishment of scholarships and apprenticeships for war orphans in France, Italy and the Near East; Founding or aiding orphanage schools in France, Belgium, Albania, Roumania, Montenegro, Serbia and Poland; providing health camps and playground activities in France and Czechoslovakia; furnishing tools and seeds and launching school gardens in Poland and providing subventions to form centers and air cures for tubercular children in France, to a school for crippled children in Czechoslovakia and to welfare clinics in Greece.

The American Junior Red Cross issues two publications in the interest of the work—The Junior Red Cross News and The High School Service Magazine. There are also twenty-five other countries which have junior publications. The magazines are edited throughout with a view to their value in relation to the curricular studies and each issue of the News is accompanied by a special supplement for the teacher. In addition to these magazines the National Headquarters prints a Calendar containing suggested activities for the junior program.

The basis of participation for any school is the enrollment of that school as Junior Auxiliary. There are two requirements for enrollment. **First**, that a school must undertake to have its pupils engage in service activities in conformity with some phase or phases of the service program recognized by the American Red Cross. **Second**, that each school must subscribe for as many copies of the Junior Red Cross News as there are rooms in the school, or one subscription to the High School Service Magazine for every one hundred pupils or fraction thereof in a high school. One room may subscribe for the Junior Red Cross News, but such a subscription does not enroll the school as a Junior Auxiliary. The basis of participation for a pupil is service. The only monetary requirement is the fifty cent subscription fee for the Junior Red Cross News for each room or the Dollar subscription fee for the High School Service Magazine, for every 100 pupils or fraction thereof.

When a school wishes to enroll one copy of form 1165 is filled out for each elementary school and one copy of form 1165B for each high school. These cards are sent to the branch office and upon their receipt the school is sent an enrollment certificate. There is forwarded to each room in the school from National Headquarters a calendar and the Junior Red Cross News. There is also provided, a poster for each school, a membership roll for each room and membership buttons for each pupil. The pupil is not given a button, however, until he performs some act of service, he is then privileged to have a button and to have his name inscribed upon the Membership Roll.

The development of the Junior Red Cross has brought with it even greater educational possibilities than were hoped by its leaders. Favorable endorsements have been received from various educators in the country and from many national organizations, of the Junior Red Cross program in its relationship to the school curriculum. These endorsements indicate that they believe that no other organization affords the opportunity for developing in the youth of the world as deep a civic, national, and international consciousness as does the Junior Red Cross and that in no other organization can be found a program dove-tailing so effectively its activities with the regular school work.

The resolutions passed at a meeting of the International Federation of Secondary Teachers reflect the opinion of teachers regarding the educational value of the Junior Red Cross movement:

"The Congress, considering that the Junior Red Cross not only provides opportunity to stimulate the imagination, the will and the creative energy of children, but moreover is a remarkable means of spreading the ideas of hygiene, of developing the altruistic tendencies of children and initiating them in the duties of citizenship and fostering in them the spirit of international good-will, and that this it appears as an intellectual and moral force,

admits that the progress of instruction and public education is bound up, in all countries, with the spreading activities of the Junior Red Cross, and declaring, besides, that the Junior Red Cross is in full accord with all the efforts of modern pedagogy to make of the school, not only an instrument of instruction, but of education,

declares that the Junior Red Cross merits the support and encouragement of the scholastic authorities and the teaching body."

The Junior Red Cross must not be regarded as an outside agency in the schools, for it exists only in the schools. Its membership is made up of school pupils, it operates through the regular school work; it is school work.

The children of the Junior Red Cross are not giving something for nothing. "They are gainers in the knowledge, in interest, in a sense of fellowship with the great human family."

Shall we open the doors of this great storehouse to the youth of today and make available its clay to all the younger generation or shall only the privileged few find their way in?

Why Not a Little Inspiration

From The Nebraska Teacher.

THE PRESTIGE of science has misled us into supposing there is something more metaphysically respectable about atoms than about ambitions; about diagrams than about moods; about intellect than about sentiment; about classification than about personal touch or an enthusiastic inspiring leadership. Dr. McMurray says that, "the biggest lack among teachers is not ability but fire. It is a lack of flaming purpose."

Classification, measurement, method, theory and technique—these are the formulas, not the essence of inspired teaching. Many a student feels he has moved from shadow to substance when his teacher momentarily forgets educational dogma and the course of study, allowing his charges a glimpse of inspiration and love.

Neither science nor satire can exhaust reality without taking into account those heights in which reality is intimately touched by living, thinking, acting children and teachers. In those emotions we have come to despise, when our routine moments are enobled, an adequate realism will have to find part of its material. For it is among those emotionally heightened moments that all, save a few mocking spirits find their most adequate life.

Should Develop Emotional Qualities

We all believe in the growth of intellectual qualities. Why should we not believe just as firmly in the growth of emotional qualities? We have become so interested in scientific instruction that the personal element in teaching is much less emphasized than it was many years ago. Our educational philosophy has degenerated into a multitude of oughts, stressing subject matter and primary learning. We advise the student that he ought to take this and he ought to take that in case he might need such knowledge sometime in the future. What have we developed at the end of 8, 12, 16, or more years of such guidance? Have we developed a personality? Have we molded a stronger citizen? No! We have developed another "yes man" of which we have multitudes too many already. And the crowning disappointment of all is that if the occasion ever arises to use any of the oughts we have crammed our charges with his memory has played him its usual trick and he has entirely forgot it.

The writer will not admit that preaching the gospel is better done than teaching, but how many people feel "called" to teach as the preacher feels called to preach the gospel? Is not the teacher pretty largely an accident? If at the end of four years in college one has not prepared himself specifically for some profession, or having so prepared himself there is no opening at hand he can and does turn

to teaching, if in the course of his college career he has taken fifteen hours in education. Does that mean specific courses in education, arranged logically for some particular kind of teaching, and built upon a foundation of psychology and educational philosophy? No! It merely means fifteen hours listed in the Teachers College. Are we willing to allow doctors so prepared to treat us? Are we willing to allow druggists so prepared to fill our prescriptions? Are we willing to allow lawyers so prepared to defend us? Do we even allow a veterinary so prepared to treat our sick animals? Burbank said that if we gave our plants as poor attention as we give our children we would live in a wilderness of weeds. Even as it is our newspapers prove every day that our lack of loving care and scientific cultivation of boys and girls is producing far too many human weeds.

Is Your Educational Philosophy Sound?

It behooves every one of us to have a sound fundamental educational philosophy. Is your educational philosophy sound? Are you an inspired teacher? If you are not you are committing a crime upon posterity by remaining in a class-room. During the attendance of over seventeen years in the public schools of this country under some eighty or ninety teachers the writer can truthfully say that not more than four of those instructors have been inspired teachers. Oh! for the opportunity of being able to live again some of the hundreds of hours worse than wasted.

Within the last year there came to the notice of the writer a rural teacher, who if she had been called upon to tell the newest idea in teaching would have replied in a flash, what she had heard at institutes, "teach the child and not subject matter," but this teacher's pupils had been spending the entire day for over two weeks upon the playground, while the teacher read a novel at her desk. When asked why the children were not studying she replied that they were waiting for the course of study to catch up, as they were three weeks ahead of the state course of study. "But," you exclaim, "that is a very, very rare case." It is rather extreme, but in all probability you will not have to look far to find many cases where the children's time is worse than wasted.

Let us all strive, in this new year before us, to help develop a real professional spirit of service. Before the world Democracy and America are at their most critical moment. No agency will be a greater factor in deciding the outcome than the class-room teacher.

(Credit will be given the author of this article as soon as he can be identified.)

HOW A POET WRITES A POEM

By Benjamin Rosenbaum

BIOGRAPHY

Benjamin Rosenbaum is one of the younger poets. He has recently received degrees from Harvard University, the University of Oxford, England, and has also spent two years at Yale.

The Century Magazine, The Bookman, the Stratford Journal, and the Oxford Magazine have published his verse. In 1923 his first book, "Hill Solitudes," was published by the B. J. Brimmer Company, Boston. This was highly commended by Masfield, Tagore, Amy Lowell, and Bynner.

Mr. Rosenbaum has been the recipient of a number of literary prizes in national contests. Oxford Magazine gave him first prize for an essay on poetry. Contemporary Verse gave him a prize for the best poem as did also the Iowa Press & Author's Club.

GRAMMAR SCHOOL teachers and High School teachers taught me to hate a poem. Not one of my many teachers, all of whom I was very fond, led me to the beauty of song, showed me to the heart of a poet, made me thrill with joy. Some teachers said, "A poem to be a poem must rime." Other teachers declared, "What makes poetry is metre—regular beats. When you have perfect metre, you have a perfect poem."

With remarks such as those on form, I was prepared to study the Poets. And I was prepared to feel with every red corpule in my blood hostile to Longfellow and Whittier.

It was in my second year at High School that I was asked to write my first poem. I handed the poem to the teacher. She wrote "Very Poor," across the page. That was the lowest grade I ever received in any subject at High School. Aside from this "Very Poor," most of my grades were "Excellent," the rest "Very Good."

My first verse was a failure. Yet two years later, I received a check for \$18 from a magazine for a poem I had written. And one year after this check, I won first prize in a statewide poetry contest under the auspices of the Iowa Press & Authors' Club. Every University in Iowa sent manuscript.

How did I do it? What had happened to me in two years?

The added years to my age had not turned the trick. Hilda Conkling was a poet at six years of age. Natalie Crane was, if we are to believe the eminent William Rose Benet, a poet at four.

Song is a blessing to all but he must have the ear to hear and the heart to feel. What is a flower to you if you cannot see it? What is the song of the lark to you, if it gives you no thrill! You do not care whether the flower has two petals or three, if it is beautiful. You do not care whether the lark's song has three notes up and three notes down or two notes up and five notes down, if the notes blend to a music. You do not care whether the poem is iambic pentameter, or anapestic, or free verse, if the iambic pentameter is done by a Milton; the anapestic by a Byron; and the free verse by a Baudelaire or a Walt Whitman. . . . The dress is minor! The soul is the thing!

Since the soul is the thing, let us reach it. Then we can understand how a poet writes a poem. Then we can teach poetry to our students, and they will love it.

We can begin with a very simple and lovely lyric called "Trees" by Joyce Kilmer, a soldier who died during the World War.

TREES

I think that I shall never see
A poem lovely as a tree.

A tree whose hungry mouth is prest
Against the earth's sweet flowing breast:

A tree that looks at God all day,
And lifts her leafy arms to pray;

A tree that may in summer wear
A nest of robins in her hair;

Upon whose bosom snow has lain;
Who intimately lives with rain.

Poems are made by fools like me,
But only God can make a tree.

Let us read the poem slowly; quietly. The first couplet is a mere statement of a prejudice. Yet it is unusual in that it compares a tree and a poem.

There is, in the second couplet the delightful figure of speech, the tree's "hungry mouth."

The third couplet is one of the loveliest in the English language. We have all seen a tree with its leaves wind-blown upward. The prosaic person will say, "My, what a strong wind! That tree looks as if it would topple over." The Poet's eye sees a giant praying.

In the last couplet, the poet shows his sweetness and humility. The creation of verse has occupied his life; it has been the greatest service he thought he could do for humanity. Yet when he compares his service to that of a service by God: the making of a tree, the poet is awed, and in reverence for the beauty of the natural world, the poet humbles himself.

Here is the poet's heart! his soul! His soul is full of praises and worshipful before the Master.

But, you, reader, say, other people are full of praises and worshipful and yet they can't express their feelings by thinking of the "hungry mouth" of a tree, and a tree that "lifts her leafy arms to pray."

It is at this point that I want to advance my own theory of teaching poetry in the schools. I am in hopes that this theory (shall we call it the Rosenbaum Theory of Poetry) will revolutionize the study of verse. Verse should be taught not by means of rime, not means of rhythm, but by means of figures of speech suggested by nature. The teacher should require Mary to look at a tree on her way to school, and compare it to something—a giant running, a woman weeping. The teacher should ask Johnny to carry a pencil and paper and compare a cloud, or a bird, or an automobile to something. In order to stimulate thought, the teacher should read with a great deal of pleasure poems simple, clear, full of color and images. Prose with many similes and metaphors is excellent also.

When the students begin to write,

"The hills are giants mourning for the dawn,"

"The trees are widows huddled close in fear,"

"The autos have mocassins of wind"-----
when the teacher receives lines like these, let her rejoice. Poetry is budding in the heart of youth! They are beginning to see that a tree can be more than a tree, a hill more than a hill—Nature can have a message for us all. Metre and rime will come without difficulty, once the love of poetry is present. The grammar school lad should not attempt to master metre and rime. Neither should the high school student. Metre and rime are for the college men and women.

Many critics and professors will emphatically disagree with me. They think that metre and rime are the fundamentals of poetry, and that fundamentals must be mastered first. These teachers say, you must learn to read the notes of music before you can play. I say that reading music and creating verse by means of metre and rime are two distinct things and cannot give a perfect analogy.

It has been pointed out by those who observe children that much that a child does is close to poetry: playing games shows that a child has imagination—imaginative thought. A girl fancies herself a mother, and will get a boy to play doctor to her doll. A boy will play soldier or pirate. Girls will sing little

rimes as they bounce their balls, or boys will say as they count out,

"Eeny, meeny, mieny, mo;"

"Ocker, bocker, stoner, crocker."

This shows a feeling for rhythm. So within a child—a part of their natures—are the elements of poetry.

Yet children dislike poetry. There is only one answer to the question, "Why." They are told poetry is the garment—they they are never led to the flesh and blood. Their poetic sense is weakened instead of strengthened, by poor teaching methods. They are offered the wrong kind of poetry.

How can one tell what kind of verse to read a child? By reading different kinds—ballad, lyric, epic—to them, and watching their faces. If their faces register interest, read more of that kind.

As a suggestion, these names may be good to experiment with—Walter de la Mare, William Davies, Rabindranath Tagore, Rudyard Kipling, and Vachel Lindsay.

But whether they like ballad or lyric better, read at least bits of poems dealing with images as a stimulus to their minds in order to help their creative ability. Or take them on long walks through the woods and along the rivers asking questions or making observations, such as "George, that is a motor boat. It moves dreamily down the river. It is as graceful as a swan," or "John, what does that shadow look like?" "Mary, if you were a bird, how would you spend your days in this woods?" These remarks and questions will guide their little minds to thinking in poetical directions.

This article was written to tell the reader how a poet writes a poem. It had dealt with the way to obtain the tools to work with when a poem is being written. It has dealt with the way to help others fall into the poetic mood—and so create. It has pointed out the thoughts and feelings of a poet as embodied in his poem "Trees." There is nothing more I can tell.

The poet sits down. He has the poetic mood. He has the poetic tools—similes and metaphors. He begins to write. He creates a masterpiece or a poor hodge-podge. Why he does one and not the other, I cannot tell. No one can tell. That is the secret that will always be hidden.

FRANKLIN'S DICTUM that Government would yet be educational, and nothing else, was backed up by the argument that it was cheaper to educate men than forcibly to restrain or compel them. To breed criminals and produce the incompetent is surely a costly and foolish plan as compared with educating boys and girls to use their heads and hands to help themselves by helping other people. The first intent of our American Government is not to compel people to do certain things and restrain them from doing other things; but it is to make the right life and the useful life the natural and easy one to live. To this end, as a people, we stand pledged to education. The Schoolhouse is our fortress and our hope. Moreover, we believe that all men and women should go to school as long as they live. There is no end to education. We are all in the Kindergarten of God.—Elbert Hubbard.

ITEMS of INTEREST

Defective Eye Sight as a Cause of Nervous Symptoms

CLIFTON M. MILLER, M. D., in the *Virginia Medical Monthly*, calls attention to the fact that there is no muscle in the body, except the heart, which is in such a state of continual activity as the ciliary muscle, changing the focus of the eyes from infinity to within a few inches as necessity arises. It seems strange that its influence as a factor in upsetting the functions of the nervous system were not thought of until recently.

Binocular single vision with normal vision acuity may be obtained by eyes that are far from normal in their refractive condition or muscular balance. Indeed it is the eyes with good vision which cause the trouble when there is a refractive error present, for they are kept constantly on a strain.

Eye-strain may cause symptoms referable to the eyes alone, such as recurrent styes, blepharitis, chronic conjunctivitis and meibomian cysts. Such symptoms usually cause an examination. Headache is the most frequent symptom of eye-strain, but there is no absolutely typical headache produced by this cause. No case of constant or of regularly recurrent headache should be considered as having its etiology fully investigated until the eyes have been proven to be without fault. Even when other factors quite sufficient to cause the headaches are present, the eyes may be contributing their quota to the suffering.

Digestive symptoms are probably next in frequency to headaches. These may vary from recurrent attacks of nausea to severe intestinal cramp.

Insomnia is frequently caused by eye-strain, while some people who are sufferers from this trouble have difficulty in keeping awake when they try to use the eyes for near work.

Errors of refraction or muscular imbalance of the eyes are not infrequently the cause of lateral curvature of the spine or malpositions of the head, the child finding that by assuming certain twisted positions of the head or body the text of the books upon its desk can be seen more plainly.

In hysteria, eye-strain is no doubt frequently the underlying cause of the attacks.

Children who are highly nervous and irritable, and who do not progress as they should in school, will frequently be found to be suffering from eye-strain. Cases of nervous exhaustion, nervous prostration and so-called brain fag should not be considered fully investigated

until the refractive condition and the muscular balance of the eyes are known, and if an error is found a most careful correction made.

In studying the possibilities of the eyes being the cause or a contributing factor in some of these conditions, too much weight should not be given to the patient's statements that he sees perfectly or that he has glasses. If the patient has glasses, were they given after an examination under a mydriatic? If not they may be incorrect. It is not unknown to find a patient wearing a minus glass when a plus is what he really needs.

KFRU to Broadcast Convocations

Beginning Monday, September seventeenth, the Religious Education Department of Stephens College will inaugurate a new series of public school convocations to be broadcast over KFRU.

These services will start at 8:45 A.M. with a fifteen minute program of music. At 9 o'clock, there will be a fifteen minute talk addressed to the mothers in the homes on the moral and religious problems of the high school students. Miss Nellie Lee Holt and Dr. Kenneth I. Brown of the department will be in charge of these convocations.

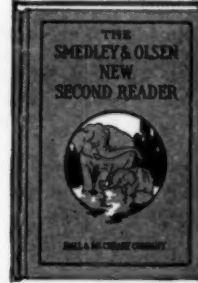
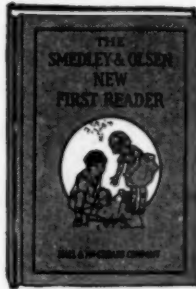
There will be numerous speakers throughout the year. The radio department will be glad to send, upon request, copies of the monthly bulletin containing the morning subjects and the speakers of these talks.

EVEN IN JEFFERSON'S DAY

ISERVED with General Washington in the Legislature of Virginia, before the Revolution, and, during it, with Doctor Franklin in Congress. I never heard either of them speak ten minutes at a time, nor to any but the main point, which was to decide the question.

They laid their shoulders to the great points, knowing that the little ones would follow of themselves. If the present Congress errs in too much talking, how can it be otherwise, in a body to which the people send one hundred and fifty lawyers, whose trade it is to question everything, yield nothing, and talk by the hour? That one hundred and fifty lawyers should do business together ought not to be expected.

—Thomas Jefferson.



Some Wonderful Books for Primary Pupils

Judging by what educators have said regarding results when these new books are used, they are truly wonderful books for primary pupils.

Story Games with Pictures and Numbers.....48 cents
A silent reader and workbook for primary grades, with tests involving number work, writing, spelling, and drawing.

Work and Play with Words.....48 cents
First steps in the recognition of printed words and sentences as symbols of ideas.

Smedley & Olsen New Primer.....60 cents
A carefully graded reading book with correct vocabulary, unity and continuity in organization, and effective word review.

Smedley & Olsen New First Reader.....64 cents
Much new and original matter very well unified and including a large amount of material for silent reading.

Smedley & Olsen New Second Reader.....68 cents
Many new stories and devices designed to hold the child's attention and make him think about what he reads.

Beginner's Book in Writing and Spelling.....80 cents
Correlated lessons which lead to the establishment of correct responses and habits, and the consequent absence of errors in writing and spelling.

Four and Twenty Famous Tales.....24 cents
Attractive short stories for silent reading in the lower grades, with devices for determining thought-getting ability.

Forty Famous Stories.....24 cents
A silent reader for fourth grade, including speed and comprehension tests based on stories young folks find much delight in reading.

Read and Do.....20 cents
A silent reader for second grade, made up of directions which the pupils "Read", then "Do".

Safety First Stories and Pictures (Gr. 3 and 4).....16 cents

Fairy Folk Stories and Pictures (Gr. 3 and 4).....16 cents

Sunbonnet Sue and Overalls Jim (Gr. 2 and 3).....16 cents

These three books present new silent reading material with appropriate comprehension tests, and interesting seat work in the form of pictures to color.

Circus Pictures to Cut, Color, and Paste.....16 cents
(Gr. 1 and 2)

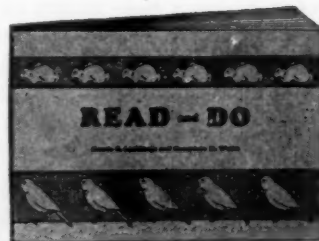
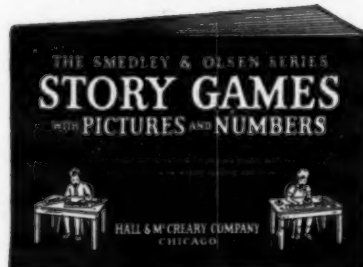
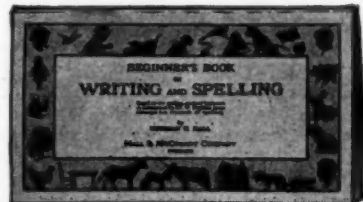
Peter Rabbit Pictures to Cut, Color, and Paste.....16 cents
(Gr. 2 and 3)

Mother Goose Pictures to Cut, Color, and Paste.....16 cents
(Gr. 2 and 3)
These three books provide truly purposeful seat work which is unusually effective in vocabulary building.

Copies for examination sent on receipt of price, subject to return.

If you haven't received a copy of our new catalogue, let us know immediately.. It contains detailed descriptions of all of our books, and specimen pages from many of them.

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Warrensburg Student Honor President Hendricks

The Commencement Number of "The Student" a publication issued by the students of the Central Missouri State Teachers College at Warrensburg bears on its cover page a fine likeness of President E. L. Hendricks under which are the words:

"We the summer seniors dedicate this issue of the Student to our president, Dr. E. L. Hendricks."

In view of the events of the past summer this is a significant tribute.

The Star-Journal, edited by Wallace Crossley, commenting editorially on this tribute to Dr. Hendricks says "It is a time a tribute by men and women who are receiving degrees and diplomas from the Teachers College, to the high standing of its President, and it marks the esteem in which these men and women hold Dr. Hendricks. Many of them are completing courses begun years ago, and they have seen the College grow under the guidance of Hendricks, who for fifteen years has been its executive head."

St. Louis Has Big Play Festival

The "SCHOOL AND HOME" a publication issued by the St. Louis Board of Education and edited by Robert W. Herr, in its issue of August 13 describes the huge festival which ended the playground season of the city school system. According to this report fifteen thousand spectators crowded the Public Schools Stadium to witness this event, the first annual Festival of the St. Louis Public School Playgrounds. Enthusiasm marked the entire program which was one of varied activities ranging from ball games to rafia exhibits, from artistic dancing to a circus in which 2,700 children were dressed to represent that many animals, clowns and acrobats.

The playground movement was begun in St. Louis some fifteen years ago under the direction of Dwight Davis, now Secretary of War, then City Superintendent of Parks. The detailed management of the movement has been in the hands of Mr. Rodowe Abeken.

The Laclede School, by a narrow margin, was the winner of the Patrons' Alliance Challenge Trophy which was presented to the director of the Laclede School Playground, Miss Valeria Kolman, by City Superintendent, John J. Madrox. Mr. Abeken, as supervisor of recreation, was presented with a huge basket of flowers in recognition of his work.

State-wide School Census of Crippled Children

Preparations are underway for a state-wide census for crippled children, according to a statement from the Missouri Society for Crippled Children of Jefferson City.

This society was recently incorporated under the laws of Missouri and plans to extend and increase its activities for the relief of crippled children.

In its bulletin attention is called to the prob-

ability of the recurrence of infantile paralysis this fall and people are urged to make use of such preventive knowledge as they can gain.

William Jewell Completing New Gymnasium

By the opening of the Basket Ball season William Jewell College at Liberty, Mo., expects to have its new \$130,000 gymnasium completed.

This building is intended to accommodate both the men and women of the college and will fill a long standing need of the school whose aim now is to give physical training to every student enrolled in the institution.

Mark Twain Taught School?

In a biographical sketch submitted to the School and Community for publication recently it was said of the subject:

"Born in Missouri within a stone's throw from the birthplace of Mark Twain, of whom she was a great admirer and who was at one time her teacher."

The best authorities on the life of the great humorist have never indicated that he graced or disgraced the profession with his attempts to teach the young idea to shoot.

In fact we have always counted it to his credit that he did not, as so many of his day did and as too many now do, use teaching as a stepping stone to a more lucrative profession.

The Interscholastic Press Association Announces Awards to Annuals

Mr. T. C. Morelock, secretary of the Missouri Interscholastic Press Association has announced the awards for its annuals contests as follows:

"Wahwahanawah," Benton High School, St. Joseph, won first prize in contest No. 7, which was for annuals published by high schools with an enrollment of less than 500. The "Mar-Saline," Marshall High School, took second, and the "Oak," Lafayette High School, St. Joseph, won third.

The "Eastonian" of the East high School, Kansas City, won the first in the contest for high schools with an enrollment of 500 to 999. The "Echo" Webster High School, Webster Groves, won second, and the "Carthaginian," Carthage High School, took third.

"Nor'easter" of the Northeast High School, Kansas City, won first in the contest for schools having more than 1000 students. It also won first prize last year. The "Paseon," Paseo High School, Kansas City, won second, and the "Wakitan," Central High School, St. Joseph, took third.

The "Eagle," Centerview High School, won first in the contest for the best annual selling for not more than one dollar published by a school with an enrollment of less than 500.

The winners in the contest for the best annual published by a junior college is the same as last year: The "Sheaf," the Principia, St. Louis, winning first. "Woods Echo," William Woods College, Fulton, won second, and the "Griffon," Junior College, St. Joseph, took third.

A WARM LUNCH AT NOON

Eldon has organized a very satisfactory way of providing a warm dish for the boys and girls who are obliged to remain at school and eat a cold lunch at noon.

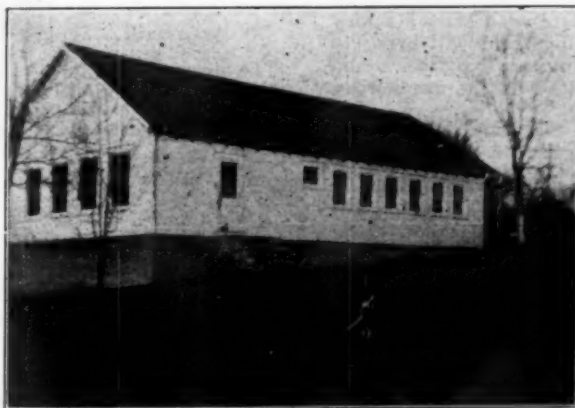
The hot dish usually consists of soup, is prepared by one of the parents, brought over to the school, in special containers provided by the school board, by the junior high school boys. This warm dish is then served at five cents a portion by the junior school girls who also collect and keep account of the money received and wash the dishes.

Several people have furnished small funds so that children who cannot afford to pay for the lunch can be given it free. Superintendent Marshall and the Parent-Teacher Association are much pleased with the way this is working out.

Granby Moves Forward

Supt. Elmer D. Harpham is proud of the progress made by the Granby school during his two years of work there.

Two years ago the district had thirteen teachers, now it has twenty-two. The high school has nine teachers. A full time music supervisor is employed and all students study music and this applies to the rural pupils. The school has a band and an orchestra. Above is pictured a farm shop and agricultural classroom



Granby's
Farm Shop
and
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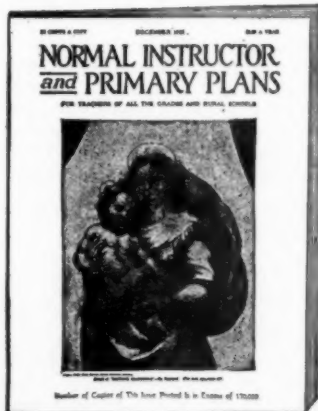
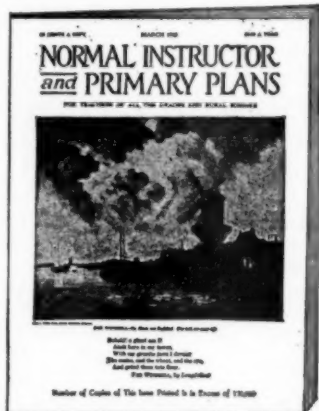
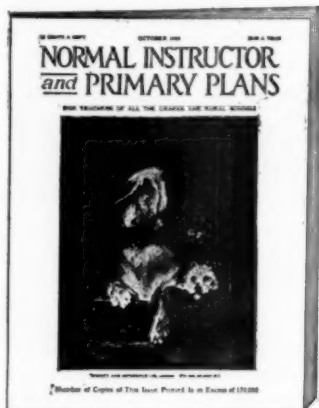


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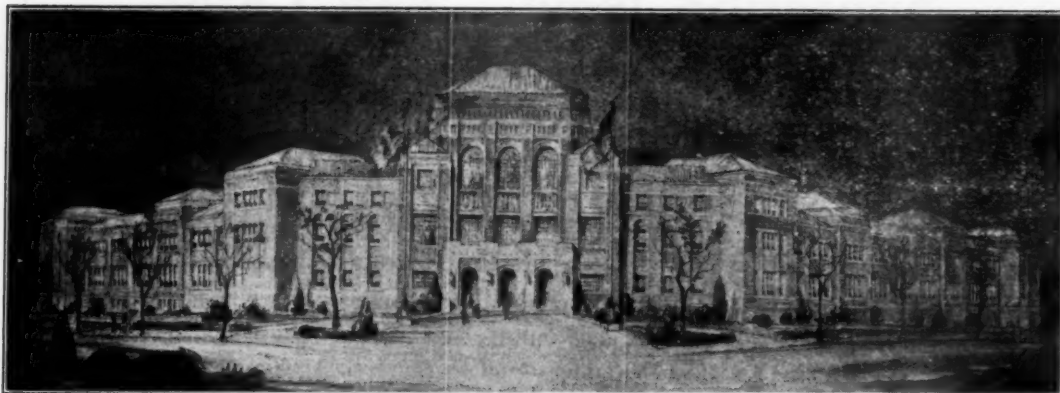
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Proposed High School Building for University City.

UNIVERSITY CITY TO HAVE NEW SENIOR H. S. BUILDING

Last spring University by a vote of 16 to 1 voted a bond issue for the purpose of erecting the first unit of their proposed senior high school building. The bond issue is \$550,000 in amount and the building is to be erected on a centrally located tract of 28 acres which a foresighted board of education purchased five years ago. In addition to the expenditures for the building the board is expending an additional \$60,000, on a stadium which will be an adjunct to the new high school building.

It is planned to have the new building completed by September 1929. The present plant which houses, with several rented rooms, the junior and senior high schools will be used for the junior high school, exclusively.

The building program is made necessary by the rapid growth of University City which is a contiguous suburb of St. Louis. Both its wealth and population have quadrupled in the past eight years. The completed building will cost \$1,500,000 and will be one of the finest in the middle west, according to Superintendent Chas. Banks who has with the board and architects made extensive studies of modern high school buildings all over the country.

EASTMAN KODAK COMPANY PRODUCES TEACHING FILMS

After two years of careful and extensive experimentation, the Eastman Kodak Company has definitely entered the field of film production for educational purposes. The completed experiment included the cooperation of 176 teachers and 12,000 pupils located in twelve cities in various parts of the country.

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it is difficult and impossible to secure by any other method available in the school.

The experiment was conducted under the direction of Drs. Ben D. Wood of Columbia University and Frank N. Freeman of the University of Chicago. Dr. Thomas E. Finegan for many years connected with the New York State Education Department and former head of the state school system of Pennsylvania is the president and general manager of the new organization.

The films which are being produced are approximately half as wide as the standard motion picture films and can be used with a simple portable projector.

Mrs. Rubye H. Thompson, Superintendent of Mississippi County Schools, is stressing health work. Last spring about 800 children qualified as six pointers and some 500 of these joined in the May day parade given in Charleston. Six point children are those who approach perfection in posture and condition of eyes, ears, nose, throat and teeth.

H. S. ANNUALS CONTEST

The Art Department of the Missouri State Teachers' Association is again sponsoring a contest in High School Annuals. The award will be announced at the November meeting. All high schools desiring to enter their annuals in this contest should write to Miss Katherine M. Railsback, 205 Studio Building, Kansas City, Missouri, chairman of the Committee on Award.

COUNTY SUPERINTENDENT W. C. FISHER DIES

County Superintendent W. C. Fisher of Saline county died at his home in Marshall, on the thirteenth day of August. Mr. Fisher had served the schools of Saline and adjoining counties in various capacities for many years. He was one of the first county superintendents of the State, serving under the optional law. After several years of teaching he was again elected to that office in 1926.

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THE TEACHING OF ENGLISH, Avowals and Ventures, by Sidney Cox. Pages 172. Published by Harper & Brothers. Price \$1.50.

This book consists of a series of personal and intimate talks arousing genuine appreciation in the study of literature and originality in writing. It is written in the most informal style and will bring joy to every teacher of English. Mr. Cox, is himself a Professor of English in Dartmouth College. Avowals and Ventures is the happy expression of the author himself; his experiences, intentions and philosophy as they are related to the teaching of English.

PIECES FOR EVERY MONTH OF THE YEAR, Compiled by Mary I. Lovejoy and Elizabeth Adams. Pages 303 plus XIV. Published by Noble and Noble. Price \$2.00.

This book provides an excellent collection of poems for children and appropriate to each month of the year. The poems are well selected and will appeal to children from six to twelve years of age or older. They should be valuable in simulating love for nature and cultivating the habit of observation.

OUR SURROUNDINGS, An Elementary General Science, by Arthur G. Clement, Morton C. Collister and Ernest L. Thurston. Pages 628 plus XII. Published by The Iroquois Publishing Company, Inc.

The story of Our Surroundings is appropriately named. It tells in an interesting and accurate way of the things by which the normal American boy is surrounded and in which he is deeply interested provided he is given the proper help to fathom the nature of these surroundings. The story of Our Surroundings is told in three ways. The introductory sections of each chapter captures the pupil's attention and fix his interest on what follows. A unifying thread runs through the entire series of introductions so that if read consecutively as an independent group, they sketch vividly the field of general science and bring out its basic facts. The story is told again in the main text in simple and direct language presenting scientific laws and facts in their logical order and the story is told again in the vivid illustrations with descriptions using crisp thorough-provoking captions which will arouse interest and the spirit of investigation. The chapters are followed by summaries, fact and thought questions, projects, observations and references.

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MISS LULU BETT, by Zona Gale, edited by Lella B. Kelsey. Published by D. Appleton and Company. Pages 278 plus XIII.

One of the most charming novels by one who has written many of the most charming. Miss Lulu Bett in its dramatized form received the Pulitzer prize for 1921. It is a story of the emancipation of a family drudge.

ALEXANDER HAMILTON, by Howard H. Hicks. Pages 196 plus VII. Published by The Macmillan Company. Price \$1.50.

A well written and grippingly interesting boy's biography of one of America's greatest men. The adventures of Hamilton's early life and the sober work of law practice and the financial rehabilitation of the country are both alike made interesting by this author.

OUR ENVIRONMENT, Its Relation to Us, by Harry A. Carpenter and George C. Wood. Pages 234 plus XVI with an appendix of 47 pages. Published by Allyn and Bacon.

This is the first of a three book series of general science books for the high school and grammar grades. The book for the upper grades has been out for a year and is well known in the leading high schools of the State. Our Environment furnishes to this book a good introduction and can be used in connection with it to furnish material for a two year course in general science. It is also organized in such a way that it can be used independently. It has splendid teaching devices with a key to pictures, do you know questions, introductory chats, special problems, key sentences, and thought questions. It is beautifully and completely illustrated.

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"By majority vote of those librarians whose opinions were officially requested, the New Edition of The Book of Knowledge has been included in the American Library Association Booklet—A Guide to New Books." Book List, July, 1928.

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AMERICAN ARTS, by Rilla Evelyn Jackman. Pages 561 plus XXXIII. Published by Rand McNally & Company.

This is a college or normal school text book written simply and intelligently. It will also serve as good material for supplementary reading in high school or reading circle book for teachers. It includes such interesting subjects of art as glass ware and ceramics in addition to painting and sculpture. The book is replete with illustrations of a very high character.

SECOND COURSE IN THE NEW MATHEMATICS, by Edward I. Edgerton and Perry A. Carpenter. Pages 369 plus XI. Published by Allyn and Bacon.

This volume presents material for the second year of junior high school and is divided into two parts, one for each semester's work. The first part is devoted to saving time in the use of the fundamentals. Chapter I teaches to save time by short cuts; Chapter II by equations and formulas; Chapter III by ratio and proportion; Chapter IV by the use of similar

triangles; Chapter V by powers and roots and Chapter VI is devoted to saving time in measurements. Part II deals with the application of the new mathematics to the business world. In this division banking, stocks and bonds, insurance, taxes, business gains and losses and a general business survey are treated.

GOVERNMENT IN THE UNITED STATES, A Textbook for High Schools, by Henry L. Smith, Sheldon E. Davis and Clarence H. McClure. Pages 631 plus VIII. Published by Laidlaw Brothers.

This is a book which challenges the admiration of teachers because of its content and arrangement, emphasizing in its content those standards, ideals, traditions, customs and laws of government which in their essence are also the standards and ideals of the best individuals. It is therefore calculated to build citizenship and to equip citizens with the necessary knowledge for carrying out that function. The development of government in response to human

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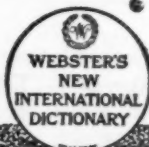
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The stories included in this collection are based upon true incidents. They have the quality of brevity, are good to be read aloud and told.

A TEACHER'S MANUAL OF PHYSICAL EDUCATION, General Gymnastics for Boys, by Henry Panzer with 141 illustrations. Pages 237 plus XVII. Published by A. S. Barnes and Company. Price \$2.00.

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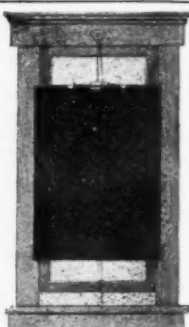
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